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ABSTRACT

The purpose of this study was to produce a written long-range plan for providing cost-effective and workable continuing education (CE) for the library community in the state of Washington. The report summarizes the information gathered from surveys of 26 library associations and agencies that were known providers of CE in Washington and in-depth interviews with representatives of the providers. Chapter 1 is the executive summary and chapter 2 introduces the project. Definitions of CE are discussed in chapter 3, followed by a consideration of cooperation and coordination of CE activities in chapter 4. Chapter 5 describes providers of CE in Washington, analyzes the potential target audiences, and makes recommendations about a needs assessment for CE. Motivation for participants in CE--i.e., the individual learner, the employing library administrators, and CE providers--is discussed in chapter 6. Chapter 7 discusses the promotion of CE activities. Chapter 8 defines quality CE in terms of the criteria established by the National Council on Quality Continuing Education of the Continuing Library Education Network and Exchange Round Table of the American Library Association and examines current CE activities in Washington with particular attention to needs assessment, learning objectives, design, presentation, and evaluation. Chapter 9 discusses current funding of CE in Washington with particular attention to the contract between the Washington State Library and the University of Washington Graduate School of Library and Information Science. Chapter 10 discusses leadership and responsibility for CE in Washington. Finally, chapter 11 summarizes the major themes of the study. Eleven appendixes include a 19-item bibliography and a copy of the survey form. (19 references) (GL)

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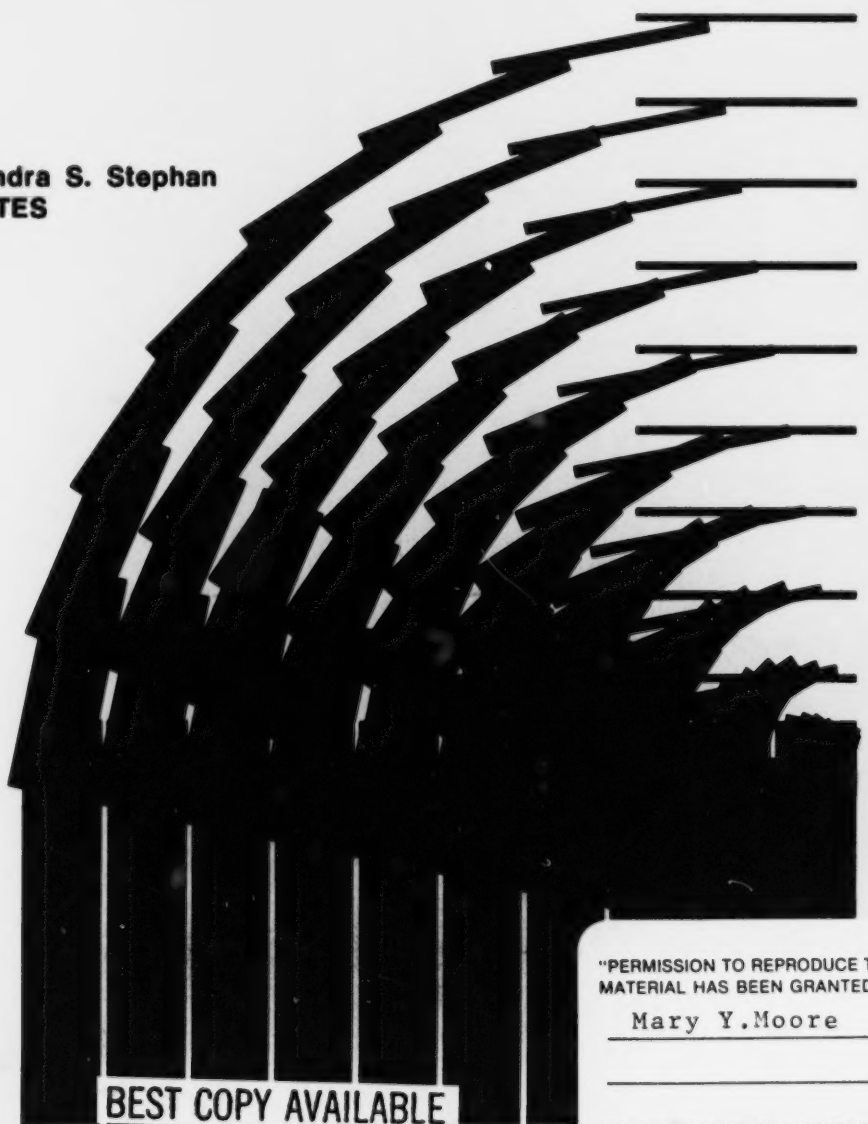
# BRIDGES

## A Study and Long-Range Plan on Continuing Education in Washington

by Nancy M. Bolt and Sandra S. Stephan
JNR ASSOCIATES



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# BRIDGES

## A Study and Long-Range Plan on Continuing Education in Washington

by

Nancy M. Bolt and Sandra S. Stephan

JNR ASSOCIATES

Washington State Library

1987

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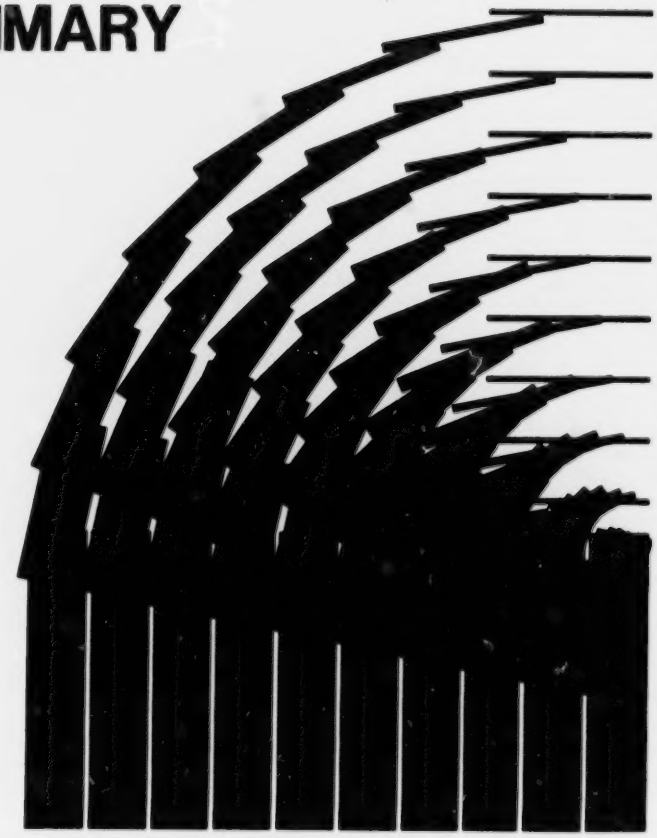
# Chapter I

# EXECUTIVE SUMMARY



## CHAPTER I: EXECUTIVE SUMMARY

The purpose of this study is to produce a written long-range continuing education plan for providing cost effective and workable continuing education for the library community in the state of Washington. Chapter I is this Executive Summary and Chapter II introduces the project.

### CHAPTER III:

Chapter III discusses definitions of continuing education and concludes with a recommendation of a definition.

Recommendations for Chapter III

1. The Council for Continuing Education should adopt a definition of continuing education and encourage its use by CE* providers in the state.

   Such a definition might be:

   > Continuing education is planned learning experiences used by individuals following the preparatory education necessary for obtaining their job in a library. CE activities may be at three levels: awareness, skill development, and transfer learning. CE activities should address individual needs focusing on skill development and learning transfer to the job in order to ensure improvement in work performance.

   The result should be improved quality services to the library's clientele.

### CHAPTER IV:

Chapter IV discusses cooperation and coordination of CE activities in Washington. The primary recommendation is for the establishment of a Council for Continuing Education.

Recommendations for Chapter IV

2. The Washington State Library should initiate the establishment of Washington Council for Continuing Education (CCE) to be appointed by the Washington State Library Commission.

   The purpose of the CCE would be fourfold:

   > provide a forum for CE providers and library employers to discuss issues relating to continuing education
   >
   > coordinate statewide CE activities where appropriate
   >
   > look for potential areas of cooperation and joint funding of CE activities including alternative funding
   >
   > provide leadership and advocacy in the development of CE policy and quality activities

* Appendix 1 is a list of acronyms and their meaning.

The CCE might include in its membership representatives from:

The Washington State Library

Library educational institutions offering library technical, associate, and media programs graduate library education teacher training programs with library specialities

Library associations

Library directors from all types of libraries

There should be a beginning set of specific responsibilities for the CCE that will impact many libraries. For example:

implement the recommendations in this study

plan and find funding to support a statewide needs assessment of personnel of all types of libraries

develop a CE planner's packet to improve the quality of CE offered to librarians in the state and sponsor workshops to assist CE providers in planning CE activities

develop a joint CE promotional campaign

analyze the advantages and disadvantages of recertification and make recommendations to the library community on recertification

plan a coordinated approach to paraprofessional training that would be appropriate across types of library

identify ways to assist and promote cooperative efforts

establish and maintain a clearinghouse of information to include but not be limited to:

publication of annual profiles of CE providers
evaluative information about presentors
evaluative information about workshop locations
existing CE packages (skill development workshops, videotape presentations with learning guides, etc.)

Staff to the CCE should be Washington State Library Staff.

A long-range goal is for CCE to be state-funded and staffed.

CHAPTER V:

Chapter V describes providers of CE in Washington and analyzes the potential target audiences. It summarizes the survey results about primary and secondary target audiences and makes recommendations about a needs assessment, suggested response to that needs assessment, and data that should be collected on a regular basis.

Recommendations for Chapter V

3. The CCE with the assistance of the Washington State Library should compile and publish annually information about providers of CE.

4. A comprehensive needs assessment of library personnel should be conducted to ascertain:

- for paraprofessionals and clerical workers

  job functions that are common by type of library and across library type

  existing on-the-job training for paraprofessionals and clerical workers

  adequacy of available training

  training provided by community colleges and technical institutes

- for professional library staff:

  CE needs by type of library and the level of training needed

  compare across type of library to determine commonalities

- for library directors:

  CE needs in management and administration

  the number of library directors without preparatory library training for special attention

- for library governing boards

  CE needs

5. CE for staff performing traditional clerical duties should be the responsibility of the local library.

6. If commonalities in job functions of paraprofessionals exist and a need for training is identified, the CCE should assist in the development of training. This might include identifying providers most appropriate to meet a specific need. Some training options might be:

   provided to library directors to be used within each library

   provided by an outside trainer who works with the staff of one library or a group of geographically adjacent libraries

   provided at three or four locations where library paraprofessionals travel to attend

   If appropriate, include clerical staff in training for paraprofessionals.

7. Depending on the need of library directors without formal library training, the CCE, in cooperation with appropriate providers, should coordinate specific learning programs at the transfer level to assist in library planning and management.

8. Depending on the need of library trustees, the CCE, in cooperation with appropriate providers, should coordinate awareness, skill development, and transfer level as appropriate after the needs assessment. Training should be offered in several locations around the state.

9 The CCE, in cooperation with appropriate providers, should design awareness level CE for governing bodies of other types of libraries to be delivered in innovative settings.

10. Accurate data should be collected on the number of academic, public, school, and special library staff at the professional, paraprofessional, and clerical level.

11. A standard data collection form should be developed and its use encouraged by all CE providers. The form could be part of the evaluation of a CE activity or a separate participant data sheet.

## CHAPTER VI:

Chapter VI discusses motivation for participation in continuing education. Three audiences require motivation: the individual learner, the employing library administrators, and CE providers. Two types of motivation are discussed: internal and external. External motivation includes participation in CE activities in order to receive recertification credit.

Recommendations for Chapter VI

12. On a statewide needs assessment, the CCE should ascertain barriers to and motivating factors for participation in CE activities.

13. Providers should respond to the findings about motivating factors by planning CE to address the most significant factors and by targeting such factors in promoting CE events.

14. The CCE should examine the issue of recertification with special attention to the following concerns:

    current participation in CE in Washington

    motivation to participate in recertification by individuals and organizations

    current support for CE

    effect of mandatory CE on quality of library service

    costs to implement recertification at the local and state level

    alternatives to recertification

    After the study, the CCE should make recommendations about the advisability of pursuing recertification.

## CHAPTER VII:

Chapter VII discusses promotion of CE activities including the purpose of promotion. An analysis and recommendations are made about the state library publication Horizons.

Recommendation for Chapter VII

15. The State Library should continue Horizons as a monthly publication.

    Reformat content to group information about each offering so as to include additional information.

    Timespan should be as far in advance as information is received from providers.

## CHAPTER VIII:

Chapter VIII defines quality continuing education in terms of the criteria established by the National Council on Quality Continuing Education of the Continuing Library Education Network and Exchange Round Table of the American Library Association. The six criteria are needs assessment, learning objectives, design and presentation, timeliness, promotion, and evaluation. Current CE activities in Washington are discussed with particular attention to needs assessment, learning objectives, design, presentation, and evaluation. Recommendations are made for a needs assessment process.

Recommendations for Chapter VIII

16. The CCE should ensure that a needs assessment be conducted of library personnel beginning with the Group Interview Technique. It will produce ranked topics by type of library and motivation factors for participation in CE.

    The Group Interview Technique should be implemented by training an adequate number of librarians from all types of libraries to conduct interviews. Coordination of interviews and tabulation of responses should be supervised by the Washington State Library. Those trained in the interview technique will be able to use this skill within their own libraries. After the group interviews are completed and based on the results of the interviews, a written survey should be sent to staff of randomly selected libraries of all types.

    After the findings of the group interviews and survey of individuals have been analyzed, a survey should be sent to library administrators asking their opinion of the findings. Do they agree that these are the needs of their staff? What support will they lend to CE?

17. The CCE should ensure that a CE Planning Packet is prepared and encourage providers to use the Packet. This packet should include forms to encourage a careful thought process in planning a CE event. This should include:

    identification of the target audience
    learning objectives (or description of concepts)
    appropriate learning methods
    evaluation of a CE activity

    The CE Planning Packet should be distributed to all CE providers in Washington with the encouragement that it be used. Financial backers of CE should require that providers who receive their funds complete the forms in the CE Planning Packet as evidence of quality planning of CE.

    The CE Planning Packet evaluation form should cover:

    content of the course
    presenter's performance
    evaluation of site
    demographic information on participant (type of library, job level, etc.)

    Follow-up evaluation methods should be encouraged through the CE Planning Packet.

18. The CCE should ensure that workshops are provided for CE providers.

19. CE providers in Washington should apply for approval status from the CLENE Council on Quality Continuing Education.

20. The CCE should ensure that a clearinghouse of information on CE is established.

CHAPTER IX:

Chapter IX discusses current funding of continuing education in Washington with particular attention to the contract between the Washington State Library and the University of Washington Graduate School of Library and Information Science.

Recommendations are made for revisions of this annual contract.

Recommendations for Chapter IX

21. As a short-range goal, the Washington State Library should revise the contract with the UWGSLIS to specify that CE activities be at the skill development or transfer learning level. Topics and target audiences should be chosen based on the statewide needs assessment. If necessary to reach a specific non-public library audience, Title III funds should be used. The amount of the grant should either:

    remain the same but with proportions different so that more funds go to activity implementation and less to staff planning (this would occur if staff primarily line up speakers and handle logistics)

    or

    increase amount of grant, budgeting additional funds for activity implementation (this would occur if staff plan the content of a CE activity and assist in the delivery)

22. As a long-range goal, the Washington State Library should coordinate with the CCE to determine the appropriate role of UWGSLISS in serving statewide CE needs. Contracts to undertake specific tasks to fulfill CE needs or CCE responsibilities might be most appropriate.

CHAPTER X:

Chapter X discusses leadership and responsibility for CE in Washington. The roles and responsibilities of six groups are discussed: the individual library staff member, the employing library, the state governing agencies, library education institutions, library associations, and the Council for Continuing Education.

Recommendations for Chapter X

23. The CCE adapt the "Elements of a Model Staff Education Policy" for Washington and suggest it be adopted by library employers.

24. The Washington State Library (specifically the Library Planning and Development Division) should assume a leadership role in the planning and coordinating of continuing education in Washington. This role should include:

    secure approval from the WSL Commission for the CCE

    initial organization of the CCE in cooperation with the Long-Range Task Force

    provide on going staff support to the CCE until the CCE has its own state funded staff support

continue funding of continuing education.

25. Library educational institutions should seek ways to offer degree programs off campus.

26. Community college and technical institute library programs should accept formal responsibility for CE for paraprofessionals and seek ways to offer CE activities off-campus.

27. UWGSLISS-CE activities should focus on skill level and transfer learning continuing education.

28. Library associations should continue awareness level CE for their constituencies.

29. Library associations should participate in the CCE and jointly plan skill development and transfer learning activities.

30. Whether a state agency, library association, or educational institutions, CE providers should:

    specify needs to be met and target audiences in planning and promoting CE activities

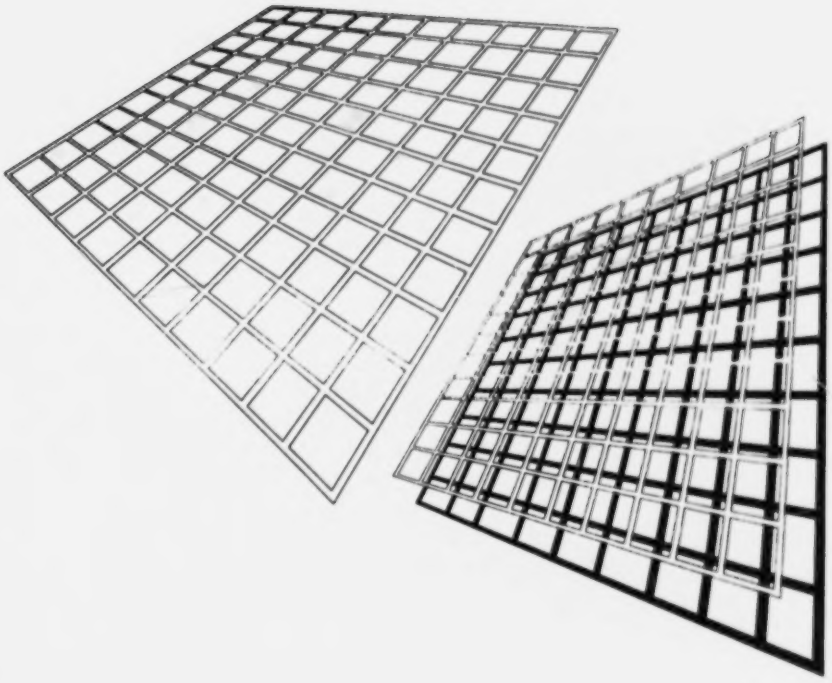
    jointly plan and fund CE activities where CE needs overlap

    in addition to awareness level CE that is done, engage in joint planning and/or pool resources to present skill development and transfer learning CE

CHAPTER XI:

Chapter XI summarizes the three themes of this continuing education study.

# Chapter II



# INTRODUCTION

## CHAPTER II: INTRODUCTION

"The bridges are not there. Once bridges are created, people will use them." *

There are many library groups, associations, and agencies in Washington providing forums and continuing education for members.

What is missing are the bridges that enable communication and cooperation; bridges that connect the groups and organizations and allow for improved sharing of resources, expertise, and opportunities. This report identifies the individual CE efforts, suggests means for strengthening what presently exists, and recommends the establishment of a coordinating body to initiate and foster the building of bridges.

The Washington State Library Planning and Development Division (LPDD), for which CE is a major activity, strongly supports CE and was determined to address the issue of CE as it exists in the state of Washington. CE for library personnel is a priority in Washington. The LPDD of the WSL has taken definitive steps in recent years to improve CE in the state. Through a grant to UW, quality workshops have been provided in multiple locations. The Horizons calendar provides a statewide listing of upcoming opportunities. Grant proposal writing workshops and activities addressing state issues for all types of libraries and trustees have been offered. These examples, added to the plethora of conferences, meetings, and courses offered by a large number of providers, illustrate the increased interest in CE.

In order to address this priority, the Washington State Library Commission approved the appointment of a Continuing Education Long-Range Planning Task Force to assist in the development of a long-range plan for the continuing education of library personnel. A list of Task Force Members is included in Appendix B. The State Library with the Task Force's assistance engaged the library consulting firm of JNR Associates to study the current level of continuing education within the state and to make recommendations for future action to the Commission, State Library staff and the Task Force. The consultants on the project were Nancy M. Bolt, President of JNR Associates and Sandra S. Stephan, Specialist in Continuing Education and Staff Development for the Maryland Division of Library Development and Services.

In order to gather information and opinions about CE in Washington, the consultants sent a survey to 26 library associations and agencies that were known providers of CE in Washington. The survey was followed by indepth interviews with representatives of the providers. A complete list of those responding to the survey and those interviewed is in Appendix C.

The objective of continuing education is the improved ability to meet the needs of library clientele, regardless of the type of library. Continuing education is one of the most critical factors in achieving and maintaining high quality service.

It is important to put continuing education in a larger context. Washington has an illustrious history of innovation and success in resource sharing through technology to bring needed materials and information to Washington residents. It is now time to establish equal leadership in the area of human resource sharing through continuing education.

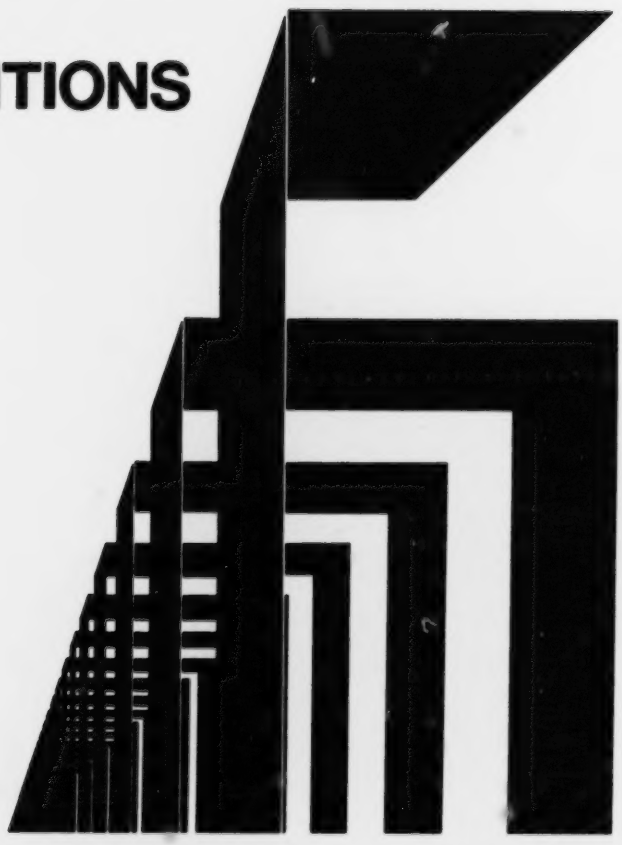
* Quoted from an interview with a CE provider.

The report that follows summarizes the information gathered from the surveys and interviews. The consultants have also analyzed and interpreted this information in order to make recommendations.

The consultants wish to thank the Task Force and those completing surveys and granting an interview for their frankness and willingness to share concerns and ideas. We found an exciting, positive climate for continuing education in Washington and willingness to cooperate to improve the quality of learning opportunities for all personnel.

# Chapter III

# DEFINITIONS



## CHAPTER III: DEFINITIONS

There are many definitions of continuing education, but most have similar elements. Definitions range from all encompassing to very structured and specific.

For the purpose of this survey, the Task Force and consultants defined CE as follows:

> Continuing education is a planned learning activity, used by individuals beyond their formal education, to increase knowledge, improve skills, and further their career development.

Question 3 on the survey asked providers if they agreed with this definition. All but one were willing to accept this definition. The University of Washington Graduate School of Library and Information Science has its own definition for its program: "to provide educational experiences that will enhance professional productivity .... both quantitatively and qualitatively." (UWGSLIS survey)

The definition used in this project is a somewhat shorter version but includes the same essentials as a definition discussed by the Washington Library Association's Continuing Education Committee in 1985-86. Their definition is:

> Continuing education is short-term learning opportunities used by individuals to fulfill their need to learn and grow beyond the limits of their formal education and experience. The learning opportunities are intended to deepen understanding and/or build skill levels. The formats for continuing education include institutes, seminars, workshops, conferences, home study courses, programmed learning packages, job exchanges, and publications. (16)

Several people interviewed commented on the distinction between continuing education and staff development/inservice training. CE is usually based on the individual's needs to continue learning, either to improve job performance or advance in a career. Staff development and inservice are institutionally focussed in that they relate to the needs of the institution and training of staff is designed to meet those needs.

The definitions refer to continuing education as "beyond formal education" or "beyond the limits of their formal education" These phrases imply library education at some level prior to employment by a library. While CE opportunities may result in credit for the individual toward a basic or advanced degree, such CE would occur at times and in formats compatible with work responsibilities.

Another way of looking at continuing education is by categorizing CE into levels of learning. Experts in the training field use three levels:

> awareness activities or the provision of information or theory in an introductory manner
>
> skill development where new skills are learned or existing skills are enhanced
>
> transfer learning that plans for the consistent use of attained knowledge and skills on the job

The matrix below describes the participant objective, activity, and method/format for each level.

| Level | Participant Objective | Activity | Method/Format |
|---|---|---|---|
| Awareness | Gain a new awareness of a subject or be introduced to a new idea | Discussion of theory or a demonstration | Lecture, panel, question and answer sessions, exhibits, demonstrations |
| Skill development | Gain a new skill or improve on known skills, some change in behavior/skill is sought | Extensive participation, practice, or hands-on | Participatory workshop with exercises and simultations with feedback |
| Transfer Learning | Demonstrate attainment of skill or behavior and prepare to use what was learned back on the job | Includes follow-up techniques and discussion of barriers and enablers in putting skills to work | Develop action plans, planned follow-up in several months, peer coaching, management coaching |

It is not possible to determine accurately with existing data the level of CE currently offered in Washington but some analysis is possible. It is difficult to go beyond the awareness level with lectures and panel presentations. Many CE events in Washington are short programs at the awareness level. This would include most conference programs and association meetings. As an example of the complexity of this issue, during an interview, a president of a small Washington library association commented that they had not thought of their meetings as continuing education because the programs were informally planned and the emphasis was on sharing among members. The next level, skill development, requires that a skill be presented and learning activity or activities planned as part of the learning event that allow participants to practice the skill. The third level, transfer learning, usually occurs over time through alternating training sessions and library application experience.

The distinction among the three is critical. There is a place for CE at the awareness level. It is easy to plan, very successful in social situations, and usually inexpensive. The greatest change and improvement of service in libraries, however, occurs at the skill development or transfer learning levels. These levels require greater expertise in developing learning objectives, designing training methods to meet objectives and ensure transfer and evaluation mechanisms to determine impact. Many of the providers who were interviewed provide primarily awareness learning to narrowly defined groups. These providers consider themselves consumers of skill development and transfer learning CE. They expressed a need for more carefully planned CE at the two higher levels with specific target audiences in mind. These smaller providers deemed such skill development or transfer learning levels beyond their capability.

## RECOMMENDATIONS

1. The Council for Continuing Education should adopt a definition of continuing education and encourage its use by CE providers in the state.

   Such a definition might be:

   > Continuing education is planned learning experiences used by individuals following the preparatory education necessary for obtaining their job in a library. CE activities may be at three levels: awareness, skill development, and transfer learning. CE activities should address individual needs focusing on skill development and learning transfer to the job in order to ensure improvement in work performance. The result should be improved quality services to the library's clientele.

# Chapter IV

# COOPERATION AND COORDINATION

## CHAPTER IV: COOPERATION AND COORDINATION

Cooperation and coordination among Washington's CE providers was a major theme and objective of this project.

As such, the surveys and interviews were structured to determine:

the degree of cooperation that currently exists

the willingness to engage in cooperative activities

the interest in participating in a coordinating CE body

Two questions on the survey involved cooperation. Question 10 asked specifically: With what other organizations do you cooperate in providing CE? Question 13 asked: What role might your organization play in a statewide long-range plan?

CE Providers whose target audience was primarily from one type of library cooperated with other providers also planning CE for the personnel of that type of library. For example, providers of CE for health and medical librarians cooperate with each other. Statewide providers such as the State Library and UWGSLIS work with associations that represent their client groups.

Responses to question 13 focussed on four possible roles in a statewide long-range plan. The most frequently mentioned role was as part of a state-wide needs assessment. A second role was that of a channel of communication or source of advice about primary constituencies. A third role mentioned by two providers was that of co-sponsoring programs. Finally, one provider mentioned joint or coordinated promotion of CE activities.

The interviews focussed on the advantages and disadvantages of cooperation. Providers were asked directly if they would be interested in participating in a structured needs assessment and in a council for CE.

Most providers indicated they would participate in a statewide needs assessment. Associations (SLA, CCLAMS) tended to say the board would probably endorse such a needs assessment, but they could not guarantee that members would participate. No one opposed the idea although there was some concern that it be more than a one-time effort.

All interviewed indicated an interest in a statewide council. One suggested that CE organizations be brought together to brainstorm their role in a state plan and share what each organization does. This interviewee felt that grass roots groups are essential, especially in isolated areas.

In addition to CE providers, it was also suggested that there be representation from library directors. One interviewee said "If directors are not involved, it will go nowhere." Another person interviewed commented that "library directors have to be key players as participants in the CE coordination process."

Everyone was supportive of the idea of a cooperative council, although some support can best be described as "lukewarm" or "wait and see." As with any effort, the benefits to such cooperation must be seen and realized. In order to be effective, such a joint effort must have widespread support to work.

While there was general support for cooperation and coordination among CE providers, there are different opinions about what form that cooperation/coordination should take. Some providers feel there is too much duplication of subject coverage. For example, four different groups were sponsoring programs on CD-ROM in the fall of 1986. Further analysis reveals subtleties in this issue. Associations with a narrowly defined membership feel a responsibility to their members. The continued existence and support of the association depends on member interest and perception that the association fills a need. In addition, the camaraderie of the association's informal meetings is as important as the content of programs presented. Members of narrowly defined membership groups may also feel that "outsiders" do not see an issue the same as their own group members see the issue. All of the above is likely to result in duplication of programs/workshops on specific topics. Even when the content information is similar, discussion about the implications of a new technology like CD-ROM may be type of library specific. Much of this is CE at the awareness level. On the other hand, higher quality, better planned skill development and transfer learning CE activities can result from pooled resources.

Another factor that discourages cooperation is the need to at least recover cost and if possible make a profit on a CE activity. The UWGSLIS CE efforts must at least break even if they are to continue. Other than the Washington State Library grant, there is no subsidy for CE efforts at UWGSLIS. The Washington Library Association also depends on conference income to support its other association activities. Where cooperation is perceived as lowering income, cooperation may not result.

Some library organizations are quite willing to accept funds to plan CE activities for other provider groups but less willing to cooperate if funding is minimal.

## RECOMMENDATIONS

2. The Washington State Library should initiate the establishment of Washington Council for Continuing Education (CCE)* to be appointed by the Washington State Library Commission.

   (Many of these responsibilities listed below are more fully explained elsewhere in this report)

   The purpose of the CCE should be fourfold:

   provide a forum for CE providers and library employers to discuss issues relating to continuing education

   coordinate statewide CE activities where appropriate

   look for potential areas of cooperation and joint funding of CE activities including funding alternatives

   provide leadership and advocacy in the development of CE policy and quality activities

   The CCE might include in its membership representatives from:

   The Washington State Library

   Library educational institutions offering

   library technical, associate, and media programs
   graduate library education
   teacher training programs with library specialities

Library associations

Library directors from all types of libraries

There should be a beginning set of specific responsibilities that will impact many libraries. For example:

implement the recommendations in this study

plan and find funding to support a statewide needs assessment of personnel of all types of libraries

develop a CE planning packet to improve the quality of CE offered to librarians in the state and sponsor workshops to assist CE providers in planning CE activities

develop a joint CE promotional campaign

analyze the advantages and disadvantages of recertification and make recommendations to the library community on recertification.

plan a coordinated approach to paraprofessional training that would be appropriate across types of library

identify ways to assist and promote cooperative efforts

establish and maintain a clearinghouse of information to include but not be limited to:

publication of annual profiles of CE providers

evaluative information about presentors

evaluative information about workshop locations

existing CE packages (skill development workshops,videotape presentations with learning guides, etc.)

Staff to the CCE should be Washington State Library Staff.

A long-range goal is for CCE to be state-funded and staffed.

# Chapter V

# PROVIDERS AND TARGET AUDIENCES

## CHAPTER V: PROVIDERS AND TARGET AUDIENCES

### PROVIDERS

In this project we surveyed and interviewed institutions and associations that planned learning and skill development experiences for the staff of more than one library.

Appendix C is a profile of providers who returned the survey or were interviewed as part of this project. The information is as complete as survey and interview data allow. It is the beginning of an ongoing provider database. When complete, the information can be published. This will demonstrate the commitment to CE, serve as a resource tool for library personnel, and encourage cooperative efforts among providers.

Information on providers includes:

- Name of provider
- Geographical coverage
- Membership or target audience
- Type and frequency of activity
- Who in the group plans continuing education
- Funding
- Newsletter/mailing list
- Credit

Several alternatives exist for disseminating the profiles. They can be published in a separate publication. They might best be included in the Annual Statistical Bulletin, Directory of Libraries in Washington State as a new entry category.

### TARGET AUDIENCE

Target audiences have been analyzed in two ways. First, data are presented by type of library, ie: academic, public, school and special. Second, data are presented by job function, ie: library directors; librarians with masters degrees in library science or educational certification; paraprofessionals; and clerical staff.

### ANALYSIS BY TYPE OF LIBRARY

Question 4A on the survey asked respondents to indicate their target audience by type of library. Fifteen library institutions/associations responded and one of those, the Washington Library Association, returned eight separate surveys addressing this question for a total of 22 surveys analyzed. Table I summarizes the results by type of library. Complete results are in Appendix D.

It must be noted that data are limited to survey and interview responses. Only four public libraries were interviewed and no school or academic libraries. Interviews with the Superintendent for Public Instruction staff and the Washington Library Media Association report the existence of inservice in local school systems but uncertainty about the amount or adequacy. No academic library staff who were interviewed reported staff development or inservice activities designed by the academic library administration specifically for library staff although it was acknowledged that library staff can enroll in academic credit courses. Other subsequent sources report at least three academic libraries that have professional development groups within the library that plan CE for the library staff.

TABLE 1

Summarizing of Audience by Type of Library

Number of Providers Reporting as Primary or Secondary Audience

| | Primary | Secondary |
|---|---|---|
| Public | 14 | 1 |
| Academic | 6 | 11 |
| School | 2 | 4 |
| Special | 2 | 3 |
| Medical/Health | 3 | 4 |

Those interviewed who represented academic and special libraries reported little participation in WLA by these groups. Although the survey from the WLA conference planner listed academic libraries as a primary target audience, six of the interest groups planned programs primarily intended for public librarians.

Clearly public library personnel are a major focus for CE opportunities followed by academic library personnel. There are fewer providers planning continuing education for special and medical/health library personnel. Those that do, do so almost exclusively. One of those, the Pacific Northwest Chapter of the Special Library Association, provides programs monthly.

## ANALYSIS BY JOB LEVEL

Question 4B on the survey asked respondents to indicate their target audience by job level. The same surveys and interviews were analyzed. Table 2 summarizes the results by job level. Appendix D presents the full results.

TABLE 2

Target Audience by Job Level

Number of Providers reporting as Primary or Secondary Audience

| | Primary | Secondary |
|---|---|---|
| Library Director | 6 | 5 |
| Trustees | 4 | 2 |
| MLS/ED | 18 | 0 |
| Paraprofessionals | 11 | 5 |
| Clerical | 5 | 4 |

This analysis of target audiences raises complex questions that need to be addressed. First, providers were asked to indicate primary, secondary, etc. target audiences without any definition of the amount of service to or response from each target audience that was required. Thus a provider could have listed a type of library or level of personnel as a primary or secondary audience when they had not actually offered CE opportunities specifically designed for that group or where the target group did not perceive the provider as planning CE to meet their needs. The WLA is a good example. The conference coordinator listed academic libraries as a primary audience but only one interest group doing programs agreed.

An effort was made to compare the designated target audiences to the description of CE activities provided with the questionnaire. This also proved difficult. Respondents indicated the number of people who attended each workshop and the types of libraries represented at each workshop but not the proportion. Thus, if 80 people attended and they were from public and school libraries, we don't know if they were evenly divided or if 79 were from public libraries and one from a school library.

An attempt at a summary can be achieved by comparing type of library primary audience to job level primary audience. Table 5 does this.

TABLE 5

Type of Library Primary Audience
Compared to Job Level Primary Audience

| | Public | Aca. | Sch. | Spec. | Med. |
|---|---|---|---|---|---|
| Director | 5 | 5 | 1 | 1 | 1 |
| Trustee | 3 | | | | |
| MLS/ED | 10 | 5 | 2 | 3 | 2 |
| Para | 9 | 4 | | | 1 |
| Clerical | 6 | 2 | | | |

## SPECIFIC TARGET AUDIENCES

Except for providers with a very narrow scope, there is little indication that providers clearly define their target audience in planning CE. The focus is on the topic and anyone interested is invited to attend. While this might be appropriate for CE at the awareness level, it is unsatisfactory at the skill development and transfer levels.

### Paraprofessionals

For purposes of this report, paraprofessionals are defined as all library personnel who:

do not have an MLS or Educational Certificate

perform library duties other than traditional clerical (typing/filing), or

staff whose primary responsibility is the circulation desk.

This would include staff with the designation of library associate, library technician, media technician, and some classified employees. Academic librarians in particular identified classified employees as underserved, but it is unclear whether paraprofessional, clerical staff, or both were intended.

Eleven organizations indicated that paraprofessionals were a target audience. One was a multi-type agency whose CE offerings were aimed at professional, paraprofessionals, and clericals without distinction. Three were public libraries planning CE for their own staff. Two were subunits of WLA and three were community college/technical institutes. Other providers indicate paraprofessionals are welcome at their CE activities but do nothing to ascertain their specific needs or plan specific programs to address perceived needs.

Paraprofessionals are a major group of library personnel whose CE needs may have been overlooked. However, additional information should be gathered before concrete plans can be made.

### Clerical-Staff

Clerical workers are defined as staff performing traditional clerical work of typing, filing, etc. and staff whose primary responsibility is the circulation desk. Very little is done specifically for clerical workers. Of the five providers who list clerical workers as a primary audience, three are public libraries, one is the ILL subunit of WLA, and one is COSAL.

### Professional Librarians

Librarians with an MLS are the most targeted audience for CE. Much of the CE seems to be on the awareness level and combined with informal peer sharing.

### Librarians

In a state like Washington with a diversity of large and small libraries, library directors come to their position with varying degrees of education. Some have Masters in Library Science, some have Educational Certificates, and some have appropriate Media Degrees. In very small libraries of all type, however, some come with little or no formal preparation for library administration.

Library directors with a minimum of formal preparation for the role of administrator may need special attention in terms of continuing education. Several states (Colorado, West Virginia) provide special educational experiences designed specifically for this group of librarians.

### Trustees and Other Governing Units

It has been said that the greatest untapped advocates for public libraries are library trustees. The same might be said for academic, school, and special library governing bodies. In some cases, increased funding depends on these groups understanding the importance of library service and the need to improve it.

CE for public library trustees is done primarily by the Washington Library Friends and Trustee Association (WFLTA) with staff and funding support from the Washington State Library. No formal CE programs were reported for the governing bodies of any other type of library. Obviously, getting these people to attend CE might be problematic and best done on the awareness level, possibly in connection with another event. Asking a non-library governing administrator to speak at a library event provides the opportunity for informal continuing education about the varying kinds of library service that are possible.

## SIZE OF POTENTIAL AUDIENCE FOR CE

The analysis so far has focussed on the target audience of providers. Examining continuing education this way leaves some questions unanswered.

How large is the potential audience for continuing education? How many academic, public, school, and special library personnel exist? How many of the potential audience actually participate in CE activities?

It is difficult to determine how many library personnel actually exist. The 1985 Annual Statistical Bulletin published by the Washington State Library indicates the following:

| | |
|---|---|
| Public libraries | 2929.65 FTE |
| Academic libraries | 1271.10 FTE |
| Medical/health libraries | 191.00 FTE |
| Special libraries | 183.45 FTE |

This listing indicates the FTE only; it does not break the staffing down into any classifications such as professional, paraprofessional, and clerical.

The Pacific Northwest Chapter of the Special Library Association has about 211 members who live in Washington. This includes librarians in the special and medical/health categories above as well as subject specialists in public and academic libraries.

There are approximately 500 public library trustees in the state. The Washington Library Friends and Trustees Association has about 200 members but this includes friends as well as trustees.

No data were found on the number of school library media center personnel.

CE providers indicated on their survey forms how many people attended their programs but there is no way of discovering the degree of overlap. For example, the monthly meetings of the Special Library Association attract between 45 and 100 attendees, but presumably many of the same librarians come to each meeting.

In order to meet adequately the needs of library personnel and evaluate the efforts, it is necessary to collect better data on the number and level of library staff.

Similarly, continuing education providers often do not ask for information on program evaluation forms about job level of attendees and thus do not know if attendees are professional or paraprofessional staff. This classification may or may not make a difference. If attendees are primarily professional, which seems likely from the information about primary target audiences, this reinforces the need for additional CE activities to be planned for paraprofessionals. If both professionals and paraprofessionals attend CE activities and both are equally satisfied with the content and delivery of the CE activity, then the distinction between professionals and paraprofessionals may be less important. If there is a difference in the evaluation of a CE activity based on job level, then CE activities that address this issue should be planned.

This information about participants can be used in conjunction with needs assessment data to determine the need for CE activity by job level.

## RECOMMENDATIONS

3. The CCE with the assistance of the Washington State Library should compile and publish annually information about providers of CE.

4. A comprehensive needs assessment of library personnel should be conducted to ascertain:

   - for paraprofessionals and clerical workers

     job functions that are common by type of library and across library type

     existing on-the-job training for paraprofessionals and clerical workers

     adequacy of available training

     training provided by community colleges and technical institutes

   - for professional library staff:

     CE needs by type of library and the level of training needed

     compare across type of library to determine commonalities

   - for library directors

     CE needs in management and administration

     the number of library directors without preparatory library training for special attention

   - for library governing boards

     CE needs

5. CE for staff performing traditional clerical duties should be the responsibility of the local library.

6. If commonalities in job functions of paraprofessionals exist and a need for training is identified, the CCE should assist in the development of training. This might include identifying providers most appropriate to meet a special need. Some training options might be:

   provided to library directors to be used within each library

   provided by an outside trainer who works with the staff of one library or a group of geographically adjacent libraries

   provided at three or four locations where library paraprofessionals travel to attend

   If appropriate, include clerical staff in training for para-professionals.

7. Depending on the need of library directors without formal library training, the CCE, in cooperation with appropriate providers, should coordinate specific learning programs at the transfer level to assist in library planning and management.

8. Depending on the need of library trustees, the CCE, in cooperation with appropriate providers, should coordinate awareness, skill development, and transfer level as appropriate after the needs assessment. Training should be offered in several locations around the state.

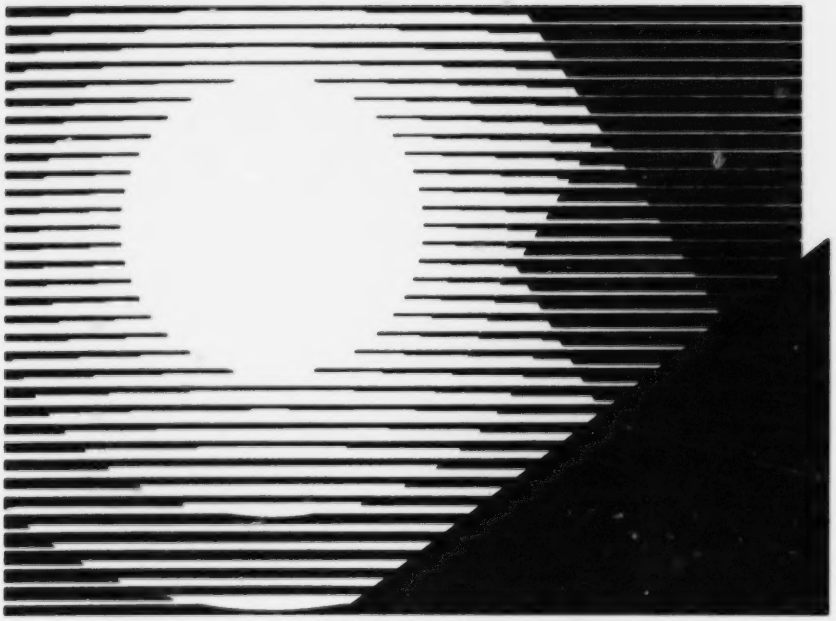
9. The CCE, in cooperation with appropriate providers, should design awareness level CE for governing bodies of other types of libraries to be delivered in innovative settings.

10. Accurate data should be collected on the number of academic, public, school, and special library staff at the professional, paraprofessional, and clerical level.

11. A standard data collection form should be developed and its use encouraged by all CE providers. The form could be part of the evaluation of a CE activity or a separate participant data sheet and should include the following information at the minimum:

    name of library
    type of library
    job level in library (including trustees or administrators)

# Chapter VI



# MOTIVATION

## CHAPTER VI: MOTIVATION

### What motivates adults to engage in continuing education?

Research reveals that for most adults, activities that are integrated into the work setting or social life are preferred and that economic incentives always help. This holds true for practitioners as well. Activities that are specifically work related are cited as most influential in motivating participation; they tend to give a feeling of growth in job competence. It is interesting to note that formal recognition, in the form of credits or CEUs is consistently not regarded as important unless the practitioner is meeting certification requirements. (4, 5, 6, 8, 13)

Five factors are consistently rated highly as motivators:

the desire to improve skills

the exposure and involvement to new and creative ideas

the need to organize and refine ideas

the quality of the activity

personal interest/development

These findings underscore the fact that primary motivators are personally directed, job related, and based on the perceived quality of the offering. Deterrent forces must be equally considered as barriers to participation when not addressed, but not necessarily as de-motivators. Questions about scheduling (time of day, time of year), format, cost, topic, and location all have an effect on attendance rates.

Format of the learning activity is also a motivating factor. Other state surveys that asked for preferences in format found workshop formats are highest ranked, followed by conferences and then short courses (18). Lectures were rated as not significant but were more popular among academic and special librarians. The reputation of the sponsor and of the presenter as well as the relevance of the topic were also important to participants in deciding whether to attend.

This is not to say that well designed awareness level activities with panels and speakers are not important. They are, especially for introducing new trends and technologies of the future. What the data does tell us is that these types of activities should be secondary to the practical, highly participative activities practitioners prefer and seek.

Conroy says: "The staff member whose need and desire to do a better job are met by learning opportunities provided through the library (not limited to inservice) is thus motivated to expend the time and effort required to learn and take the initiative to apply these learnings on the job. When the library's needs are met through planned learning activities, administrators are encouraged to continue or even expand such programs to answer new needs. The community, seeing evidence of improved services,is more likely to give the library priority and needed support."(5)

In summary, motivation can be said to be of two primary forms: internal motivation and external motivation. Internal motivation comes from within the individual. A person wants to attend a CE activity because of a felt need for increased skill or knowledge or for the pleasure of attending and communicating with peers.

External motivation comes from someone outside the individual providing either encouragement to attend or a requirement to attend. External motivators from employers include oral and attitudinal encouragement to attend, release time, paying all or part of the cost of a CE activity, providing an opportunity to use or share information gained at a CE event, and considering participation in CE as one factor in annual performance evaluations.

The strongest positive response to motivation occurs when there is a combination of internal and external motivating factors. Someone with a high internal motivation may find external barriers to attendance and not be allowed to go to a CE activity. Someone with high external motivation but low internal motivation may find a way not to attend or attend and purposely not participate or gain from the experience.

It is beneficial to consider motivation in promoting a CE activity. Explicitly stating both internal and external motivating factors in publicity about a CE event can increase attendance.

There are also three different groups who need to be motivated:

individuals to attend CE activities

employers to support attendance at CE activities

providers to provide appropriate CE activities

As shown above, much information exists in the literature about motivating factors for individuals and these can be generally applied to library staff in Washington. The needs assessment recommended would gather specific information and unique motivating factors for Washington library personnel.

It was not possible to survey employers as part of this project to ascertain their attitudes toward CE or their support of CE activities but again general comments surfaced in the interviews.

College and university librarians commented that there is little external reward for participation in CE activities. Recognition comes from the publication and presentation of papers, not from continuing education credit.

One interviewee felt that library administrators did not see the benefit of continuing education and thus were not willing to encourage their staff to attend. An administrator was quoted as saying they "don't want to give a raise every time someone goes to a course."

The motivation of providers is complex. Interviews and surveys revealed a clear feeling of responsibility on the part of providers that CE is critical and that each individual provider address this concern. Some association providers also used CE as a way of proving their value to the individual member. Where this was the case, the fact that a CE event was done was more important than the quality of the event. Another motivating factor is money. Some providers need the income from CE activities to continue CE or to support other activities or to pay salaries.

Thus while there is a concern about meeting needs of individuals for CE, sometimes other internal provider issues effect the choice of topics. This will be discussed in greater detail in the Chapter on Quality Continuing Education.

Other factors that were addressed in the surveys or interviews are:

Location - where are CE activities held

Release time - can people get time off to attend CE activities

Price - the cost to sponsor or attend a CE activity

Time frame of offering - is it convenient to attend

Certification and recertification

## LOCATION

Location involves two factors: Where are the librarians and where are the CE activities offered?

The majority of library personnel are located in the western Washington corridor with a smaller concentration in the Spokane area. There is a major geographical barrier of a large state with a mountain range somewhat in the middle that complicates reaching sites of CE activities.

Most of the providers offer CE in the location of their own headquarters, i.e.: public libraries offer staff development at their own libraries, regional libraries offer CE in their region. Statewide library associations typically pick a spot for the annual conference that rotates the site from east to west to central. The University of Washington offers most courses at the Seattle campus. Through its contract with the Washington State Library, UWGSLIS is required to offer each of six offerings in three locations--east, west, and central Washington.

An analysis of Horizons over the last two years reveals that of 142 total offerings listed, 62% were in Seattle, 16% in Spokane, and the remainder elsewhere in the state. If all CE offered in the Seattle-Tacoma-Olympia area were included, the percentage would be even higher.

Most statewide providers reported frustration with the geographical limitations. It is relatively easy to attract participants to CE offerings in the Seattle area. It is more difficult in the central and eastern area because of fewer library staff. Some settle on Ellensberg in the center of the state which has been described as "equally inaccessible" to all. UWGSLIS is willing to organize CE activities on what the CE coordinator calls the "synagogue" principal. (Twelve Jewish males can form a synagogue anywhere.) The coordinator estimates it takes 14 people to financially support a CE activity sponsored by the University of Washington. If there is a guaranteed enrollment of 14 people, a CE activity can be presented anywhere.

At present there is only a minimal amount of "distance learning" provided. Distance learning allows the learner to profit from a CE activity without leaving his/her home town. These formats would include videocassettes, home study courses, programmed learning, and telecommunications options. The Health Sciences Library is preparing video-tapes of their workshop "RX for Success" to be used by health science libraries in remote locations. The Health Sciences Library and the King County Library cooperated on a series of medical reference workshops. Video-tapes have been prepared of those workshops and combined with a learner's manual so that the content of the workshops can be used with other reference staff. The Tacoma Public Library has also developed video training packages and is currently training trainers to use them.

Telecommunications have been used in the past to offer CE activities. UW utilized an audio conference network, the Washington Education Teleconference Network (WETNET) to offer updates in librarianship. Over 2000 people enrolled in the course that was available to them in the early evening in their own library. However, WETNET was disbanded in 1983. A new telecommunications network is now being set up at UW. Cable TV is also available for CE activities. Unfortunately the cost of both now seems prohibitive.

The use of audio and video technology for distance learning is now a national trend. Some subjects, however, are more conductive to this technology than others. In order for distance learning to work with these subjects, interaction between a leader and participants must be designed into the learning effort. Some subjects have been presented successfully with content on video tapes and a leader to answer questions. More packages are being designed for group work with a leader or facilitator.

There are several alternatives to consider in relation to location for a CE activity:

1) Continue present method of choosing location used by most providers: use best judgment being aware of geographical limitations. Encourage employers to more fully support leave time and actual costs of traveling to distant locations.

2) Encourage CE offerings in more remote locations by subsidizing the cost of presenting them there. Subsidies could come from the sponsoring agency or from the State via LSCA or other funds.

3) Encourage and support the development of distance learning formats such as videotapes and telecommunications.

It is not possible to choose among the alternatives at present. A comprehensive needs assessment should include asking respondents their opinion of location as an incentive or barrier to participation in CE as well as the willingness to engage in CE using alternative formats. One school of thought holds that an attractive location induces attendees to bring their families and have a vacation. Is this an incentive for many?

In the allocation of resources for CE, consideration has to be given to the difficulty of location as a barrier to participation in CE as opposed to other ways of using funds to further CE. This issue is not clear at present.

## TIMING OF THE EVENT

There was little mention of timing as a factor in CE planning or attendance except for the units of the Washington Library Association who plan a CE event at the opposite time of year as the annual conference. The UWGSLIS-CE program offers programs in the fall, winter, spring, and summer. There has been an attempt in the past by UWGSLIS-CE to offer WETNET courses in the early evening so that librarians did not have to get release time, but that is no longer available.

School library media staff indicated they felt conference and program offerings too often were scheduled at times when they could not go. Summer courses were particularly attractive to this group.

## COST

Cost was mentioned more as a barrier in planning CE activities than in attendance. Because of its geographic location in the United States, it is costly to bring national speakers to Washington. There is a concern that fees and expenses of such speakers can not be recovered in registration fees. Thus, many providers use local talent to keep costs down. While an evaluation of the content of CE activities was not done, there seemed to be satisfaction with the quality of local talent.

The Washington Library Association Conference planners, however, were concerned about obtaining presenters with a national reputation in order to increase attendance and thus revenues at the annual conferences. Money has been budgeted expressly for this purpose and the general consensus was that the overall quality of conference programs has improved in recent years. Independent evaluation would need to be done to confirm this.

## RELEASE TIME

Release time was discussed as a barrier to participation in CE. Not all supervisors are willing to give release time. Where staffs are small it is a hardship on those who do not attend who must do extra work while some staff are gone. This is a particular problem where the CE event lasts longer than a day. Those interviewed commented that it is difficult to obtain competent substitutes particularly in automated libraries where special skills are required. Some said they have no budget for substitutes. Libraries with one or two person staffs have particular difficulty. While the staff are gone the library must be closed or staffed with substitutes or volunteers. Alternatively, library staff are asked to attend CE events only when the library is closed, thus going on their personal time for which they are probably not compensated. A glance at the 1985 Directory of Libraries in Washington reveals less than three FTE staff members in three academic libraries, 31 special business and industry libraries, 34 health or medical libraries, and 38 public libraries. Most of the special librarians are in the Seattle/Tacoma/Olympia area and the Special Library Association responds with monthly evening meetings that attract between 45 and 100 people.

It is not possible at this point to determine how great a barrier location, timing of the event, price, or release time are to attendance at CE events. The recommended needs assessment will determine this.

## CERTIFICATION AND RECERTIFICATION

There is a debate in the library profession in Washington and nationally as to whether CE should be required. Certainly where CE is required to maintain certification, participants attend CE activities that offer the necessary credit.

School library media staff in Washington must be certified; a master's is not required at this time but new requirements for certification and renewal are being put into effect in the fall of 1986. Attaining credit for attending CE activities, from annual conference to academic courses, is tied to salary schedule. Credit is a prime motivator for school library media staff.

Community college library staff are eligible for units variously called Professional Inservice Units (PIU) or Professional Development Units (PDU). According to one interviewee, the units allow library staff to "move up the salary scale". Once a person is at the top of the salary scale, however, the PIU's are of no tangible benefit.

If desired by the individual, credit programs leading to library and media technician, library associate, or library master's degrees and educational certificates are available from providers in the state. The profiles in Appendix C indicate which providers offer credit. The degrees that are offered are at present campus-bound. There is no MLS program in the existing higher education institutions in the eastern part of the state. The library associate program is also on the west coast. Library technician programs are on the east and west borders. Little outreach with these programs now occurs.

There is a sizable cost for any institution to offer a full degree program off-campus. In addition to normal faculty salaries, travel and per diem costs must be built in. Degree providers indicated a willingness to consider such outreach. However, the number of library personnel interested in obtaining a further degree in this manner would need to be determined.

There is considerable controversy in Washington over the issue of certification and recertification that requires continuing education. Most recently a legislative effort failed to revise the certification process and require CE for certification. Without repeating the history of that effort, some comments are in order.

Part of the debate focusses on the perceived advantages and disadvantages of mandatory continuing education.

Opponents to mandatory CE say:

poor quality CE activities are approved to meet the demand for CE

individuals will take anything offered for credit to obtain necessary credit, regardless of whether the learning is really needed

cost of maintaining records is not commensurate with the benefit

mandatory CE creates a poor climate for learning

providers must meet unreasonable planning demands in order to be approved for granting credit.

Advocates for mandatory CE, on the other hand, say:

the quality of CE activities can be both maintained and improved through the establishment of criteria for approval

staff who are already motivated to participate in CE will welcome the leverage of a mandatory CE requirement in obtaining permission to attend CE

staff who are not currently motivated will gain knowledge and skill despite any adverse climate

library directors and institutions who are currently supportive of CE will find leverage for establishing or increasing budgetary allocations for CE

library directors and institutions who are not currently supportive would be required to support CE if penalties are aimed at the institution instead of or as well as the individual

Any discussion of mandatory CE must also include the costs of administering the program such as approval of CE offerings, maintenance of records, and enforcement of penalities for non-compliance.

Those librarians that have unions often ask for continuing education funds in negotiating union contracts. The union representing the Seattle Public Library staff have negotiated such funds and Highline Community College staff indicated that funds for CE was one of the issues in their recent strike.

Because of the controversy over the recent certification and recertification legislation, mandatory CE might best be pursued by each type of library using lobbying methods and justifications that work best in each field. For some types of libraries, this might best be accomplished at the director level (special libraries, smaller academic libraries). For other types of libraries, this might best be approached from a grass roots level.

## RECOMMENDATIONS

12. On a statewide needs assessment, the CCE should ascertain barriers to and motivating factors for participation in CE activities.

13. Providers should respond to the findings about motivating factors by planning CE to address the most significant factors and by targeting such factors in promoting CE events.

14. The CCE should examine the issue of recertification with special attention to the following concerns:

    current participation in CE in Washington

    motivation to participate in recertification by individuals and organizations

    current support for CE

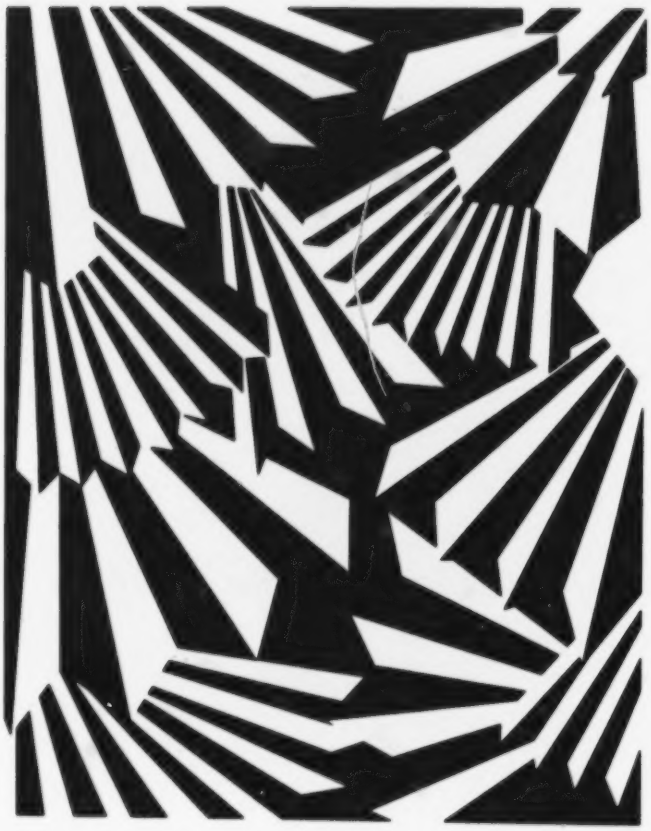
    effect of mandatory CE on quality of library service

    costs to implement recertification at the local and state level

    alternatives to recertification

    After the study, the CCE should make recommendations about the advisability of pursuing recertification.

# Chapter VII



# PROMOTION

## CHAPTER VII: PROMOTION

People cannot attend what they don't know about. The purpose of promotion about CE activities is to motivate people to attend. Promotion can take advantage of or stimulate motivation if publicity pieces provide enough information for people to make an informed decision about whether or not to attend a CE activity.

In the discussion with the Washington Library Association's Continuing Education Committee it was pointed out that the best promotion is when people go back to their library after attending a CE activity and say "It was good.". This motivates others to attend.

John Hinkle, CE Specialist for the Oklahoma State Library, points out that "truth in advertising" is critical to continued participation in CE activities (9). Providers must be honest about the target audience and the content level of a CE activity. Bending the truth in order to attract a larger attendance can result in a lack of credibility in the future.

To be most informative, information about a CE activity should include:

topic

description of the activity including level of content (introductory, advanced) and learning method

qualifications of the presenter

sponsor

cost

location

amount of credit, if any

Providers in Washington typically prepare and mail news releases and brochures to library publications within the state and to individuals. Some providers have extensive mailing lists but they are typically not categorized so that specific mailings can be made to target audiences. Some providers also publish newsletters of their own (the trustees' publication Advocate, WELSA Newsletter, Health Sciences Regional Newsletter) that focus on their own CE offerings with additional information about selected other offerings.

There were different opinions about using mailings to library directors as a means to promote CE activities. The UWGSLIS-CE program promoted one course by sending a brochure to library directors. The director routed the brochure to staff members and encouraged them to attend. Trustees interviewed, however, felt it was "tacky" to reach trustees through library directors. They felt trustees should receive mailings at their homes. Using library directors as dispensers of CE information also relies on library directors to read their mail, take time to think about the appropriateness of a CE offering for particular staff, and then encourage them to attend. This may not occur in time for staff to attend a CE activity or it might not occur at all.

By far the most widely distributed, read, and discussed publication that promotes CE activities is Horizons, published by the Washington State Library. Comments about Horizons were mostly positive. People liked its frequency and the one-page format. One provider liked the format because it stimulates calls of inquiry. Another provider lists association meetings in Horizons to "avoid conflicts in scheduling and to legitimize meetings for members." Everyone wanted to see Horizons continue.

There were suggestions for change, however. Some found the presentation of information confusing with the calendar at the top, topics and titles of CE activities in the middle, and contact information at the bottom. Space might be better used if information about each CE activity was pulled together, even if the calendar at the top of the page had to be reduced or eliminated. The present format does not identify either the sponsor or the target audience.

State Library staff indicate that Horizons has been intended to aid scheduling of CE activities rather than as a motivator of attendance--providers should do the motivating. Providers, however, send information to a much narrower audience than Horizons and thus Horizons could play a motivational role as well. Horizons filled a scheduling gap and now needs to fill a motivational gap as well.

Reasons people choose a CE activity have already been discussed and include the provider, the reputation of the speaker, the topic, the time, the location, the cost, and the individual need to be filled. Current Horizons information includes only title, date, and someone to contact. If the activity title is not clear or compelling, motivation to attend does not occur.

Some people felt that Horizons still did not reach all potential audiences, and that its already widespread distribution should be further expanded. It was also recommended that the "Please Post" note be larger in the hopes it would remind recipients to post. There was general agreement that it is more difficult to reach paraprofessional and clerical staff by direct mailings because a mailing list does not exist. To bring CE activities to their attention requires posting of notices or the intervention of supervisors or library directors.

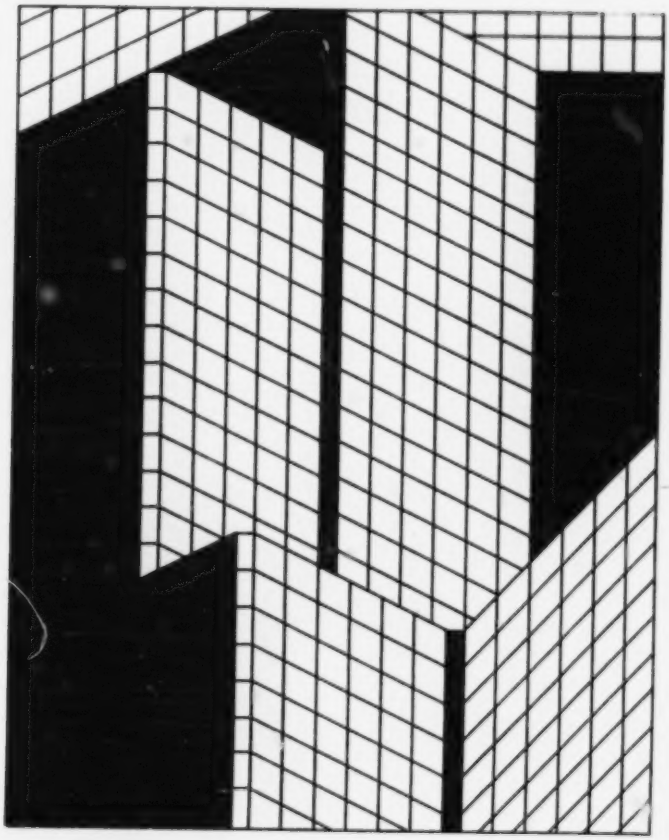
The matter of timeliness was also discussed. While some interviewed wanted more information about CE activities, none wanted it at the expense of the timeliness. Some providers found difficulty meeting the publication deadline. Timeliness is also a factor in the timespan covered by the entries. Library personnel need a minimum of two to three weeks to obtain permission and arrange schedules in order to attend a CE activity. Coverage of CE activities should be more than a month in advance.

## RECOMMENDATIONS

There are three alternatives for Horizons.

15. Basically leave Horizons as is: a monthly publication with brief information about each activity, covering primarily CE activities one month in advance. Horizons in its current format is already well-respected. The primary disadvantage is that Horizons does not take into account what is known about motivating factors that encourage people to attend CE activities.

# Chapter VIII



# QUALITY CONTINUING EDUCATION

## CHAPTER VIII: QUALITY CONTINUING EDUCATION

The Continuing Library Education Network and Exchange (CLENE) Round Table of the American Library Association has instituted a National Council on Quality Continuing Education for Information, Library, and Media Personnel (NCQ). The CLENE National Council has in turn developed criteria for quality continuing education. In addition to publishing these criteria for use by CE planners, the Council also has an approval program for CE providers. Providers submit to CLENE NCQ forms and planning documentation about a CE offering or their total CE program. Application for approval is purely voluntary but is useful to providers as a way of evaluating the planning of their CE activities.

The CLENE NCQ lists six criteria as necessary for quality CE.

1. Needs Assessment. The specific needs of the client group have been assessed.

2. Learning Objectives. Specific, measurable, and/or observable learning objectives have been stated in one or more of the following areas: (a) changes in attitude and approach to the solution of problems; (b) acquisition (or mastery) of new knowledge or the revision of outdated knowledge in specific skills, techniques, and procedures.

3. Design and Presentation. The program is systematically designed and delivered to meet the statement of objectives.

4. Timeliness. The program content is current and timely.

5. Promotion. The educational offering is promoted responsibly and targeted to a specific audience.

6. Evaluation. Evaluation is an ongoing and integral part of the education offering.

In this section we will examine the Criteria 1, Needs Assessment; Criteria 2 and 3 together as Design of the CE event; and Criteria 6, Evaluation of CE. Criteria 4, Timeliness is not addressed because it is assumed that most CE is on timely topics. Criteria 5, Promotion, is addressed in Chapter VII.

### NEEDS ASSESSMENT

Reference to a needs assessment is made throughout this report. This section deals with methods of determining CE needs.

Surveys indicated two basic types of needs assessment: informal input and surveys. WLA subunits usually mentioned input at meetings or general discussion or observation of trends, or expression of trends. The Washington State Library indicated they used "networking, word of mouth, and field observation." The Health Sciences Library used similar informal methods. Providers feel their continual observation of practicing librarians and ongoing discussions with them provide them with an indication of their needs.

Nine providers indicated they used surveys of their constituencies to determine needs.

During the interviews with providers, additional information was gathered on needs assessment. The PNW Health Sciences Library CE planners were concerned about turnover in health and medical libraries. This required that the same courses be repeated periodically to acquaint new staff with important topics connected with health science libraries. They felt by keeping track of staff turnover they could tell when a course should be repeated.

Several providers interviewed expressed the need for on going needs assessment rather than a "one-shot deal". They felt a major needs assessment takes a "snapshot" of one point in time and limits response to current problems. There was also a concern about the imposition of too many questionnaires on library staff.

Some providers decide what topics to offer based on who is available to teach subjects. Those providers who must recover the costs of CE activities try to offer what "sells". CE activities that attract registrations and produce positive evaluations are repeated. Those with low registration and marginal evaluations are not offered again. Smaller organizations must often rely on speakers they know who will share their expertise as a professional courtesy and do not charge a fee.

Several providers shared their needs assessment surveys with us. The needs assessment surveys asked for input on the content of a CE event and additional information dealing with motivational factors or other assistance that could be provided.

These surveys combined provide an example of the kinds of information that can be requested on a needs assessment survey:

level of education of respondent
type of institution
specific subject areas of concern
new services the institution will be adding in the next two years
currently working on a degree
need for credit courses
preferred format for CE (workshops, courses)
preferred location of activity
preferred time of day of activity

Several approaches were taken to determine topics. Some providers offered a blank page and asked respondents to simply list topics of interest. Some providers divided library service into functional areas and asked respondents to list their needs in the functional areas. A third approach was a list of workshop topics on which respondents could indicate preference. The source of the workshop topics was not indicated.

The purpose of needs assessments is to determine how best to allocate human and financial resources in the area of continuing education and of all the topics that could be addressed, which should receive focus.

In a way, it would seem hard to go wrong. There is such a diversity of libraries, library sizes, personnel assignments, and personnel skills, it would seem that almost anything offered would attract an audience. That is not necessarily true. Selection of a subject area for a CE activity addresses only part of the need. Library personnel need appropriate content offered in a location, timeframe, format, and at a cost that is conducive to learning.

The needs of two groups should be addressed.

Practitioners from the library director to the clerk have individual learning needs. Providers need to ascertain those distinctive needs and respond to them with planned learning activities.

Library administrators, however, also have opinions about the learning needs of their staff. Since library administrators are also in a position to encourage and support the attendance of staff at CE activities, attention needs to be paid to what the administrators feel should be provided. Library administrators also need to be educated about the value of CE. This is best done by planning CE activities that meet needs identified by library administrators--what do they want their staff to learn.

There is also a contributing factor of what a larger group believes should be provided. For example, the Washington State Library, in its 1986-87 contract with the UWGSLIS, specified that one of the six workshops be in the area of intellectual freedom.

There are four primary methods of conducting a needs assessment. In this context, needs assessment is defined as ascertaining the subject content needs of library personnel and motivating factors for attendance at CE events. Needs of library administrators for their staff are also included.

The method most used in Washington is informal input. It has the advantage of very low cost. In a small, narrowly defined library segment (school media personnel in one district, all community college directors, staff of one small or medium sized public library) this is probably the most efficient method.

Informal discussion and observation of problem areas can be used adequately to plan CE activities for these narrowly defined groups. Motivating factors are also easily determined in these small groups. If it is one administration planning CE for staff members, administration opinion of the need is built in. The administration is likely to provide CE only in those areas in which they agree with the staff need.

Another method involves the use of written surveys. Surveys can cover both content needs and motivating factors. Surveys can also address the needs of library practitioners and administrators for their staffs.

There are several advantages of written surveys. They can be easily constructed and administered. Surveys with closed questions (where the respondent checks individual opinion from a list of potential responses) can be easily tallied by hand or by a computer. Cost factor includes only postage and tabulation costs. The individual can complete the survey in private whenever it is convenient. Respondents can be randomly selected.

There are also disadvantages to written surveys. While easily constructed, careful thought must go into selection of the questions. It is sometimes difficult to decide what topics should be listed in the closed questions. It imposes one group's opinion on another. It is difficult to define specific needs within a general topic. Short lists or closed questions do not allow participants to indicate the level of instruction preferred. Questions that do ask for level of instruction as well as topics can be confusing and complicated. An added variant is current need versus future need. Respondents sometimes have difficulty thinking of needs beyond those listed and no list can be comprehensive.

Group interviews are another effective method of assessing needs. Group interviews gather together people from libraries and ask them to indicate their continuing education needs in both content areas and motivating factors. The most used group interview structure is the Group Interview Technique developed by Suzanne Mahmoodi and Mary Wagner. It has been used on a statewide basis in Minnesota, Maryland, and Iowa. An interviewing team consists of three team members: an interviewer, a recorder, and an observer of the process. Modules include topic generation and motivating factors.

There are several advantages of the group interview technique. Within a structured format, it allows great variety in responses. No predetermined topics are presented. Participants are asked to brainstorm CE needs. Group members are stimulated by other members ideas. After topics have been generated, group members are asked to specifically define the need in relation to the topic. Finally, group members are asked to rate each topic according to immediacy of each need thus providing information about current and future needs. States that have used this method have first trained a group of librarians within the state to actually conduct the interviews. This has generated a cadre of trained, enthusiastic people who can continue to conduct needs assessment interviews over time and serve as advocates for continuing education. Once a cadre of trained team members exist, random interviews can be conducted for years as an ongoing needs assessment check.

Perhaps the greater benefit is that the group interview creates enthusiasm among participants in the group interviews to identify needs and seek ways to meet them. It also provides trained interviewers who can conduct interviews in their home libraries as well as part of the statewide needs assessment process.

There are disadvantages to this method as well. Costs include the cost of training the interviewing teams and travel for teams and group members to reach the interview site. Tabulation of the results is more complex than a closed questionnaire. Topic generation, while structured in methodology, is totally open ended in content and all answers must be analyzed and categorized at a later point. Effort is required in setting up and scheduling interviews around the state. While participants are asked for current and future needs, some critics of this technique say that future needs should really be interpreted as less important needs. As presently constructed, the group interviews do not address the opinions of library administrators about the needs of their staff although interviews could be adapted to do so.

A final method of needs assessment involves the determination of the skills necessary to perform a certain job and then an evaluation of the staff doing the job to determine gaps. This method is referred to as skills inventories and performance evaluations.

The advantage of this method is that it pinpoints exact needs of staff in relation to specific jobs. Staff have the clearest knowledge of the purpose of CE for their own needs and should be motivated to attend. Use of CE content in the working situation is assured. This method is best used in individual libraries by supervisors. Inventories of competencies needed to perform certain jobs have been developed by King Research and in The Evaluation of Continuing Education for Professionals: A System View published by the University of Washington (14).

The disadvantages of this method for a statewide needs assessment are many. Many staff do not have job descriptions that clearly outline duties and many staff are not evaluated on a regular basis. Attempting to gather such information on a statewide basis might be viewed as an invasion of privacy since someone would have to examine personnel records.

In summary, method 1, informal needs assessments, will undoubtedly continue and are best used in narrowly defined geographic or interest areas. Method 4, skills inventories and performance evaluations, is at present unworkable on a statewide basis but is certainly usable by supervisors in an individual library. A combination of methods 2 and 3, written surveys and group interviews seems the most viable and effective.

## DESIGN OF THE CE ACTIVITY

This section will deal with planning of the specific CE activity once a topic has been determined. It includes a discussion of learning objectives and design and presentation of the content.

The surveys sent to providers asked three questions that dealt with planning the CE event.

Question 6a asked: Are there usually learning objectives? Seven respondents said yes and two said sometimes. The remaining respondents said no or did not answer the question.

As part of the interviews, providers were asked for examples of learning objectives. Two providers gave examples and both offer courses for credit, the PNC/Health Sciences Library and the UWGSLIS. Both examples were descriptive of the course content rather than specific objectives of what the course participant would be able to do at the conclusion of the course.

Question 6b asked: How do you select presenters? Three factors prevailed in the survey responses. Most providers select presenters informally. Sometimes a topic is suggested and the provider searches for someone who can address the topic in a CE event. Alternatively, a presenter is suggested and a workshop topic is chosen based on the presenter's expertise. Providers suggested that both of the above occur based on personal knowledge or network and the recommendations from respected peers.

A second factor is cost. Because of the geographical location of the state, speakers tend to come from within Washington or from the Northwest. When a topic is suggested, a presenter close by is sought or a presenter in the northwest is suggested and their topic chosen for a CE event. Sometimes a national speaker is in Washington for another reason and is asked to conduct a CE activity while there.

A third factor mentioned was approval by a larger organization. The Health Sciences Library and the Medical Library Association, both associated with the National Library of Medicine, mentioned that instructors must be approved by NLM before they can offer a course for credit.

Question 6d asked: How do you choose the learning methods to be used in the CE activity? There were two primary responses to this question. Some providers indicated the subject matter governed the learning method and that speakers and learning methods were chosen to match the subject content. Other providers indicated that a subject and speaker were chosen and then the speaker determined the learning method.

Most of the focus on planning the CE event seemed to be on the presenter rather than the learner. Because of cost considerations and the informality of the presenter selection process, emphasis was on who could impart some knowledge rather than on desired outcome of the learning.

In an ideal situation, the planning of a CE event should proceed as follows:

> Who is our target audience?
> What topic do they need addressed?
> What specifically do we want them to know or be able to do at the conclusion of the learning activity?
> What learning method will best bring about the desired learning?
> What presenter can address our target audience on this topic to achieve our objectives using our desired learning method?

Obviously some presenters would like to participate in the determination of the learning method. Professional adult educators can suggest a wide variety of appropriate and entertaining learning methods to both impart content and keep the learner's interest. The CE provider, however, should have the responsibility for determining the target audience, topic, and the intended learning outcomes.

There was little evidence that most CE planning in Washington followed the format above.

At the very minimum, CE planners should provide in writing a description of the target audience and the concepts that should be covered in a presentation. CE planners should also request that presenters provide, in writing, a description of what they intend to present and the learning methods to be used. Specific learning objectives should be prepared for any CE event but especially for any longer than four hours. Four hours is a long time to be bored by poor planning.

## EVALUATION

Evaluation is used to determine whether a CE activity is effective. There are two types of evaluation than can be done in connection with CE. The first is typically done at the conclusion of a CE activity. Participants are asked to rate a CE event on a number of factors. A second form of evaluation occurs at a time several months after a CE event. At that time, participants can comment on the degree to which they were able to use what they learned in a CE activity once they returned to their home library.

Question 7 on the surveys asked "Does your organization ask participants to evaluate your CE activity?" Sixteen providers, including several subunits of the Washington Library Association, indicated that they did ask participants to evaluate a CE event.

Some respondents to the survey provided copies of the evaluation form with the survey and others provided them during the interview process. King County Library System indicated that they ask all staff to evaluate CE activities whether offered in-house or by other providers. The evaluation of in-house activities is used primarily when a CE activity might be offered again. Evaluations of CE activities by outside providers are used to determine if other staff should be allowed to go at King County expense to other CE events planned by the same provider. Evaluations resulted in the offerings of one provider being non-approved in the future. Staff who attend CE activities are expected to complete an evaluation form within a week of the CE event.

Samples of evaluation forms to evaluate a CE activity immediately at its conclusion were provided by the University of Washington and King County Library System. Both are good examples of the kinds of questions asked of participants. Both provide a rating scale and ask participants to rate certain factors according to the scale.

Factors that are rated include:

clarity of the objectives and degree to which they were met

relevance and usefulness of course contact

instructor's knowledge, enthusiasm, clarity of expression, ability to stimulate and focus discussion, and overall performance

particular strengths of the workshop

particular weaknesses

suggestions for improvement

Providers who have flexibility in the selection of locations for CE activities frequently also ask for an evaluation of the food, temperature, and other amenities of the site. Evaluations also can be used to obtain a profile of the participant.

The major purpose of continuing library education is to fill needs of library personnel so that they can do a better job in the library either in their present or a new position. This purpose implies evaluation beyond that done at the immediate conclusion of the workshop. Did the workshop content make a difference over time? Do staff indeed perform better? Do staff feel more comfortable with a skill or content area after three, six, or ten months?

None of the providers indicated that such follow-up evaluations are done.

Appendix F is an example of a CE Planning Packet from Maryland. It includes:

guidelines for CE programs

plan for CE offering

evaluation component guidelines

participant feedback

follow-up evaluation

evaluation of presenter by coordinator

evaluation of facilities by coordinator

evaluation by presenter

## RECOMMENDATIONS

16. The CCE should ensure that a needs assessment be conducted of library personnel beginning with the Group Interview Technique. It will produce:

    ranked topics by type of library

    motivating factors for participation

    a cadre of CE advocates who can continue needs assessment on an ongoing basis

    The Group Interview Technique should be implemented by training an adequate number of librarians from all types of libraries to conduct interviews. Coordination of interviews and tabulation of responses should be supervised by the CCE. After the group interviews are completed and based on the results of the interviews, a written survey should be sent to staff of randomly selected libraries of all types.

    After the findings of the group interviews and survey of individuals have been analyzed, a survey should be sent to library administrators asking their opinion of the findings. Do they agree that these are the needs of their staff? What support will they lend to CE?

17. The CCE should ensure that a CE Planning Packet is prepared and its use encouraged. This packet should include forms to encourage a careful thought process in planning a CE event. This should include:

    identification of the target audience

    learning objectives (or description of concepts)

    appropriate learning methods

    evaluation of a CE activity

    The CE Planning Packet should be distributed to all CE providers in Washington with the encouragement that it be used. Financial backers of CE should require that providers who receive their funds complete the forms in the CE Planning Packet as evidence of quality planning of CE.

    The CE Planning Packet evaluation form should cover:

    content of the course

    presenter's performance

    evaluation of site

    demographic information on participant (type of library, job level, etc.)

    Follow-up evaluation methods should be encouraged through the CE Planning Packet.

18. The CCE should be responsible for providing workshops for CE providers that have the following learning objectives:

    By the conclusion of the CE Planning Workshop participants will be able to:

    determine and write a description of a target audience

    prepare learning objectives for a topic

    describe three learning methods other than lecture/panel that might be used to address a topic

    design an evaluation for a CE activity

19. CE providers in Washington should apply for approval status from the CLENE Council on Quality Continuing Education.

20. The CCE should ensure that a clearinghouse of information on CE is established that includes:

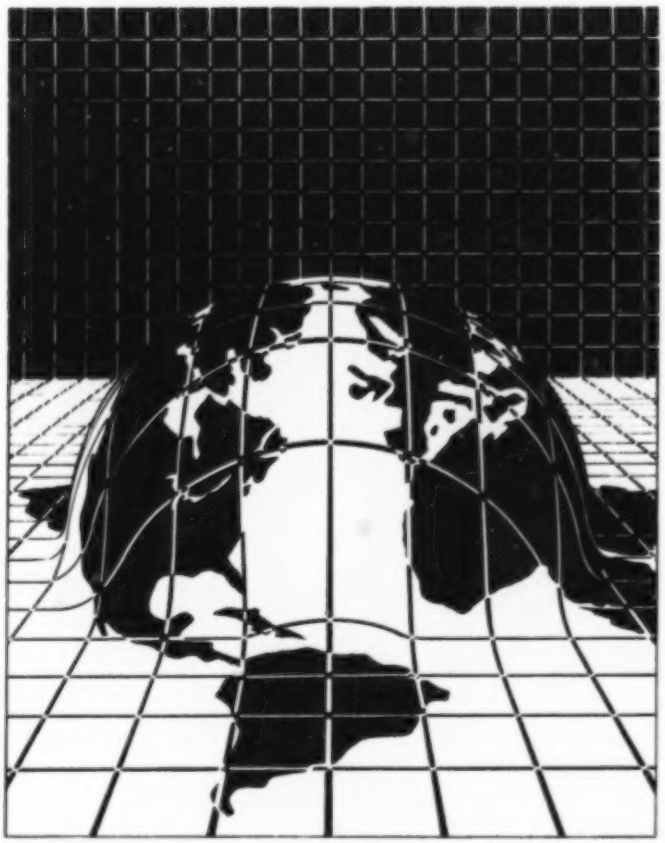
    publication of annual profiles of CE providers

    evaluative information about presentors

    evaluative information about workshop locations

    existing CE packages

# Chapter IX



# FUNDING OF CONTINUING EDUCATION

## CHAPTER IX: FUNDING OF CONTINUING EDUCATION

The cost of continuing education was an underlying issue in the answers to many questions. No provider felt they had sufficient funds to provide what was truly quality CE. Cost was mentioned as relevant in the areas of location, getting presenters, and frequency of offerings.

Two questions on the survey dealt with a budget for CE. Question 8a asked: What is your organization's annual budget for CE? Question 8b asked: What is the source of your funds?

The following budgets were reported for CE in descending order of amount:

| | |
|---|---|
| Washington State Library (includes amount below to UWGSLIS) | $75,000 |
| Spokane Public Library (includes inservice and conference travel) | $42,000 |
| UWGSLIS (does not include extension courses that are self-sufficient) | $38,000 |
| King County Library System (includes staff development and conference budget) | $37,000 |
| PNW/Health Sciences Library | $27,000 |
| Washington Library Association (for joint conference) | $13,000 |
| Tacoma Public Library | $11,000 |
| WLA/CE committee (given in small grants to WLA units) | $ 3,500 |
| COSAL | $ 2,000 |
| CCLAMS | $ 1,000 |
| WELSA (no formal budget, amount spent last year) | $ 300 |
| Medical Library Association | $ 50 |
| Superintendent of Public Instruction | (part of agency budget) |
| Seattle Public Library | (recently hired a full-time staff for CE. No budget indicated) |

The largest contributor of funds for continuing education was the Washington State Library. In addition to the contract with UWGSLIS, LSCA Title I funds of $15,000 were earmarked for use with the Washington Library Friends and Trustees Association for a Workshop in Library Leadership (WILL) and $25,000 for an library automation workshop for librarians in medium and small libraries.

Funds come from three primary sources. Some organizations budget for CE in their regular operating budget. This includes the individual libraries, the Superintendent of Public Instruction, the regional libraries and CCLAMS. The Washington Library Association allocates funds specifically for conference programs in their operating budget but also charges a conference registration fee and expects the overall conference to be profitable. A second source is registrations. These workshops/courses are self-supporting. The cost of the workshop/course must be made up by registrations. If the required number to cover the cost do not register, the CE activity may be canceled if subsidizing funds cannot be found. A third source is outside grant funding. The primary source of this funding is LSCA funds from the Washington State Library. The PNW Health Science Library has received grant funds from the National Library of Medicine. The future of both of these federal fund sources is in doubt. The WLA allocates a small amount, $3500, for grants to WLA units for CE. The WLA-CE Committee administers the grant funds.

The interviews repeated the problem of budgetary limitations. Some providers also discussed the issue of support for CE from library administrators. Those interviewed discussed doing CE on a shoestring budget. WELSA staff reported getting the site library to provide refreshments and free space to meet and obtaining a local speaker at a low cost of travel and meals. Highline Community College staff expressed interest in offering a wide variety of programs in locations off campus but felt compelled by college administrators to stabilize funding and registrations in traditional on-campus activities first.

The issue of funding of CE is a complex mixture of several factors. Providers need initial funds to plan CE activities. Providers also need the assurance that events that are planned will be attended to either recover the cost of the CE activity or to justify the expenditure of funds. Thus the budget is tied to the planning of CE that attracts attendance and to the evaluation of the expenditure of the funds.

Library administrators presumably have varying views toward the expenditure of the library's budget for CE. Some obviously view it positively and allocate significant portions of their budget (including the salaries of staff) to plan in-house CE or to send staff to CE activities planned by other providers. Although all administrators interviewed did allocate funds for CE, many indicated that a problem was caused by those that did not.

Cost is also a consideration when two important motivational factors--location and presenters--are addressed in a CE offering. It also costs to bring major presenters from other parts of the United States. It should be noted, however, that quality CE is achieved more through proper planning and design than through large budgets.

There was little cooperation indicated among CE providers in the area of budget. Most of the providers planned and paid for their own CE activities. Some cooperative projects were initiated using LSCA funds, for example the PNW/Health Sciences Library joint project with the King County Library System. There was no indication of joint planning or expenditure of funds to increase the overall quality of a CE activity although there was interest in doing so.

A major portion of CE money in the state goes to the UWGSLIS for a continuing education program. The money is provided by the Washington State Library using LSCA I funds. The contract for 1986-87 is $38,439. The contract provides for a half-time director of CE and half-time secretary. The cost of staff and benefits is $25,979. In return for the grant, the half-time staff are to plan and implement six workshops each in three locations. The total amount of money for the implementation of the workshops is $12,460. The budget proportions of planning versus implementation seem reversed. Almost $26,000 is spent on planning while only a little over $12,000 is spent on delivering the content to librarians around the state.

While no formal evaluations were seen, the informal reports from people interviewed were positive toward the offerings of the UWGSLIS-CE office. Some interviewed, however, perceived UWGSLIS-CE offerings to be:

aimed primarily at the professional

not targeted to academic libraries

theoretical or academic rather than practical and skill developing

The contract between the state library and library school is currently funded with LSCA Title I funds, limiting the target audience to public librarians.

Alternatives for State Library Use of Funds for CE

1. Continue contract with UWGSLIS as presently configured.

2. Revise contract with UWGSLIS along the following lines:

As a major provider of CE and an institution with considerable experience in education, UWGSLIS should be asked to concentrate on CE beyond the awareness level. The WSL contract should specify that skill development and/or transfer learning be designed to fulfill the WSL contract.

Topics and target audiences for the workshops should be chosen based on the statewide needs assessment. If necessary to reach a specific nonpublic library audience, Title III funds should be used.

The amount of the grant should depend on the amount of work to be performed by UWGSLIS staff. If staff are primarily identifying presenters to deliver workshop content, then the proportion paid to staff should be less and the proportion actually used for the workshops should be greater. The total contract amount could stay approximately the same.

If, however, the UWGSLIS staff are actually designing workshop materials and participating in the delivery of the workshops, then the total amount of the contract should be increased so that additional funds are available for the workshops.

3. Discontinue present contract with UWGSLIS and replace it with contracts to cover specific CE assignments: workshops on specific topics; conducting a statewide needs assessment; coordinating the Council of Continuing Education.

4. Discontinue contract with UWGSLIS and make money available as grants for continuing education workshops. Criteria for receiving a grant might require that workshops be based on a needs assessment, adhere to quality criteria in planning and presentation, and be sponsored by cooperating agencies.

**RECOMMENDATIONS**

21. As a short-range goal, the Washington State Library should revise the contract with the UWGLIS to specify that CE activities be at the skill development or transfer learning level. Topics and target audiences should be chosen based on the statewide needs assessment. If necessary to reach a specific non-public library audience, Title III funds should be used. The amount of the grant should either:

remain the same but with proportions different so that more funds go to activity implementation and less to staff planning (this would occur if staff primarily line up speakers and handle logistics)

or

increase amount of grant, budgeting additional funds for activity implementation (this would occur if staff plan the content of a CE activity and assist in the delivery)

22. As a long-range goal, the Washington State Library should coordinate with the CCE to determine the appropriate role of UWGSLIS in serving statewide CE needs. Contracts to undertake specific tasks to fulfill CE needs or CCE responsibilities might be most appropriate.

# Chapter X

# LEADERSHIP AND RESPONSIBILITY

## CHAPTER X: LEADERSHIP AND RESPONSIBILITY

Responsibility for CE in Washington occurs at least at six levels:

the individual library staff member

the employing library

the state governing agencies

library education institutions

library associations

Council for Continuing Education

### THE INDIVIDUAL

Ultimately, the responsibility for continuing education rests with the individual. It is the individual who must recognize a need, seek assistance to meet the need, engage in the learning, and use what is learned in the future.

Others, however, have the responsibility to assist the individuals by also recognizing the need, paving the way to participate in CE, providing structured learning opportunities, and establishing an accepting climate for using what is learned.

### THE EMPLOYER

The employer's first responsibility is to provide needed services to the library's clientele. This cannot be done unless staff have necessary education or training in library philosophy and functions, are kept updated about trends and issues, and can improve skill levels. Thus the employer's responsibility is to recognize the staff members' needs, provide a positive climate for participation in CE, and support CE to the extent possible.

The Minnesota office of Library Development and Services developed "Elements of a Model Staff Education Policy" (11) which outlines in some detail the responsibilities of library employers. It is included in Appendix G.

### STATE AGENCIES

There are two state agencies with responsibility for library development. The Superintendent of Public Instruction office has staff who work with school library media personnel. Their role is limited to staff of school library media centers.

The second state agency is the Washington State Library with most assistance in the area of continuing education coming from the Library Planning and Development Division.

In Charles McClure's State Library Services and Issues, Rosemary Ruhig DuMont (10) identifies four major roles for a state library agency to play in the area of continuing education. They are:

> coordinating (i.e. providing a link between CE programs on the local, system, state, regional, and national level)
>
> providing (i.e. sponsoring institutes, workshops, etc., as needed)
>
> supporting (i.e. assigning staff members at the state library to be responsible for continuing education activities)
>
> developing (i.e. providing consultant, technical, and information services in the realm of continuing library information, media education for all groups within the state.

As part of the interviews in Washington, CE providers were asked specifically who should take the lead in coordinating CE efforts in Washington. With only two exceptions, the Washington State Library was the choice. It was viewed as having the widest coverage with some responsibility for all types of libraries. It was also viewed as the most impartial and without the pressure of having to make a profit on CE activities.

All evidence suggests that if the Washington State Library does not assume a leadership role, little coordination will take place.

## LIBRARY EDUCATION INSTITUTIONS

The primary educational institutions are the University of Washington Graduate School of Library and Information Science; the two community colleges and two technical institutes; and the Teacher Education Programs that prepare school library media supervisors. All of these institutions have a responsibility for preparatory education prior to employment in a library. All lead to degrees at various levels. In fulfilling this function, ways should be found to extend degree programs beyond the boundaries of the campus. This provides not only preparatory education but continuing education as well for those library staff members who do not have but would like a library degree.

These institutions also have a responsibility in the area of continuing education. The community colleges and technical institutes might specialize in CE for paraprofessional and clerical staff members. Ideally, this should be done by an institutional refocus of the purpose of the library program. At present, continuing education programs off-campus and outside the normal curriculum are not viewed as a priority.

The UWGSLIS-CE program might focus primarily on CE for professional library staff and library directors. The universities that prepare school library media specialists might offer CE programs for this audience. CE activities offered by these educational institutions should be primarily at the skill development and transfer learning level. There are a plethora of library associations offering awareness level programs. The expertise available at these institutions should be focussed beyond awareness.

We recognize, however, that financial realities might preclude offering CE activities only on the skill development and transfer learning level. Some activities might have to be on the awareness level.

## LIBRARY ASSOCIATIONS

Library associations exist to improve library service in the area of their specialty and to meet the needs of members. They offer the opportunity for peers to gather and discuss relevant issues. Associations have a responsibility to offer continuing education to members.

At present, much association CE activity is at the awareness level. This is appropriate and should continue. It is an inexpensive method of keeping librarians up-to-date on new trends and issues. Duplication of awareness level CE is not necessarily disadvantageous.

Library associations should cooperate (perhaps working through the CCE) to plan and implement awareness, skill development and transfer learning CE activities. This could be done through cooperative ventures with each other, with the State Library, or with the library educational institutions.

## THE COUNCIL FOR CONTINUING EDUCATION

The CCE is a new concept in Washington but not in other states. The need for cooperation and coordination in continuing education activities is being felt nationwide and other states have formed CE Councils. (Both Maryland and Missouri have established councils called CLEM for Continuing Library Education in Maryland/Missouri.)

The four overriding purposes of the CCE would be to:

provide a forum for CE providers and library employers to discuss issues relating to CE

coordinate statewide CE activities where appropriate

look for potential areas of cooperation and joint funding of CE activities, including funding alternatives

provide leadership and advocacy in the development of CE policy and activities.

There are three keys to the success of a CE council:

leadership of one organization to establish the council (usually the state library agency)

an agenda of activities that are perceived as useful to providers and employers

staff support

## RECOMMENDATIONS

23. The CCE adopt the "Elements of a Model Staff Education Policy" for Washington and suggest it be adopted by library employers.

24. The Washington State Library (specifically the Library Planning and Development Division) should assume a leadership role in the planning and coordinating of continuing education in Washington. This role should include:

    secure approval from the WSL Commission for the CCE

    initial organization of the CCE in cooperation with the Long-Range Task Force

establish legitimacy

recommend composition

work with the WSL Commission to issue invitations

suggest beginning activities

provide on-going staff support to the CCE until the CCE has its own state funded staff support

continue funding of continuing education with emphasis on:

initial start-up costs of the CCE

revise contract but continue funding UWGSLIS-CE with specific tasks indicated

support of statewide needs assessment

25. Library institutions should seek ways to offer degree programs off-campus.

28. Community college and technical institute library programs should accept formal responsibility for CE for paraprofessionals and seek ways to offer CE activities off-campus.

29. UWGSLIS-CE activities should focus on skill level and transfer learning continuing education.

30. Library associations should continue awareness level CE for their constituencies.

31. Library associations should participate in the CCE and jointly plan skill development and transfer learning activities.

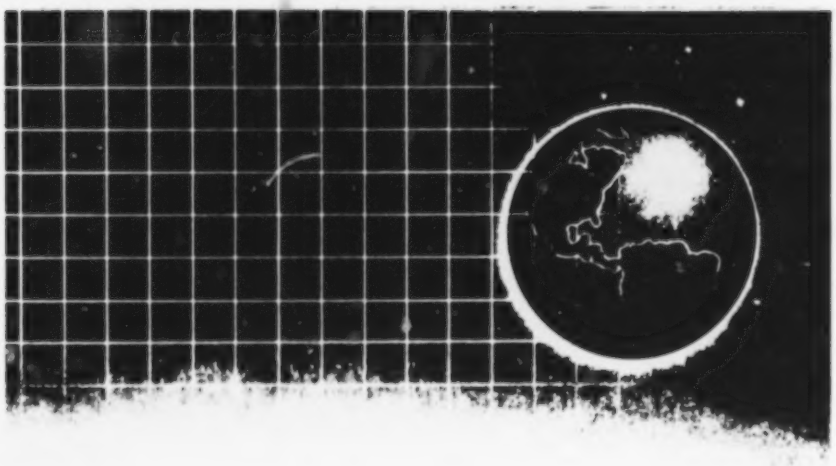
32. Whether a state agency, library association, or educational institutions, CE providers should:

specify specific needs to be met and target audiences in planning and promoting CE activities

jointly plan and fund CE activities where CE needs overlap

in addition to awareness level CE that is done, engage in joint planning and/or pool resources to present skill development and transfer learning CE

# Chapter XI



# CONCLUSION

## CHAPTER XI: CONCLUSION

Librarians in Washington are fortunate to have so many opportunities for continuing education from so many different sources. This demonstrates an understanding of the importance of CE and a continuing commitment to providing a multitude of CE activities.

This strength of CE in Washington is also its weakness. There is little planning to ascertain the needs of library needs. There is also minimal cooperation at present. The bridges among CE providers do not at present exist.

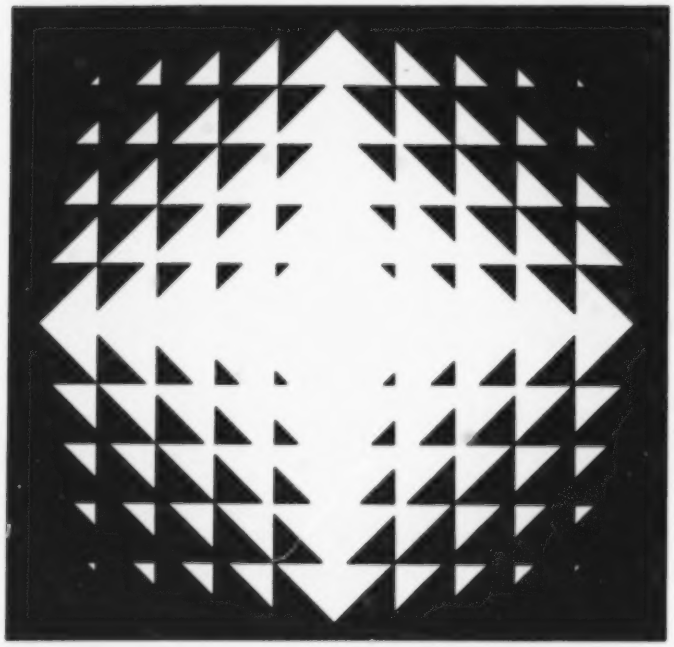
There have been three major themes to this report:

1. There are three levels of CE activities: awareness, sill development, and transfer learning level, particularly , that offered by the University of Washington Graduate School and the Washington State Library, but much is on the awareness level. To improve library service, more learning must take place at the skill development and transfer learning levels.

2. Criteria and guidelines exist to make CE in Washington of the highest quality. Many current CE programs already fulfill these criteria. Effort should be expended to assist CE providers in planning appropriate learning methods and formats, promotion to specified target audiences, and adequate evaluation to aid future planning.

3. CE in Washington will benefit from increased cooperation among CE providers and coordination of their efforts. Toward that end, a Council for Continuing Education (CCE) is recommended.

Attention to the recommendations concerning these three themes will increase the already high quality of library service in Washington.



# APPENDICES

## Appendix A: Acronyms

| | |
|---|---|
| AARL | Association of Academic and Research Libraries |
| ACRL | Association of College and Research Libraries |
| ALA | American Library Association |
| ASIS | American Society for Information Science |
| CCE | Council for Continuing Education |
| CE | Continuing Education |
| CCLAMS | Community College Library and Media Services |
| CEU | Continuing Education Unit |
| CLENE RT | Continuing Library Education Network and Exchange Round Table |
| COSAL | Council of Spokane Area Libraries |
| ESD | Educational Service Districts |
| FTE | Full time equivalent |
| IF | Intellectual Freedom |
| ILL | Interlibrary Loan |
| LMDCC | Library Media Directors of Community Colleges |
| LPDD | Library Planning and Development Division of the Washington State Library |
| LSCA | Library Services and Construction Act |
| Title I | Public Library Services |
| Title III | Interlibrary Cooperation |
| MLA | Medical Library Association |
| MLS | Masters in Library Science |
| NAPCU | National Association of Private Colleges and Universities |
| NCQ | National Council on Quality Continuing Education |
| PDU | Professional Development Units |
| PIU | Professional Inservice Units |
| PNLA | Pacific Northwest Library Association |
| PNRHSLS | Pacific Northwest Regional Health Sciences Library Service |
| PNW | Pacific Northwest |
| SAHLC | Seattle Area Hospital Librarians Consortium |
| SLA | Pacific Northwest Chapter of the Special Library Association |
| SPEIL | Spokane Inland Empire Libraries |
| SPI | Superintendent of Public Instruction |
| UWGSLIS | University of Washington-Graduate School of Library and Information Science |
| WALES | Washington Association of Library Employees |
| WELSA | Western Library Service Area |
| WETNET | Washington Education Teleconference Network |
| WLA | Washington Library Association |
| WLFTA | Washington Library Friends and Trustees Association |
| WLMA | Washington Library Media Association |
| WMLA | Washington Medical Librarians Association |
| WSL | Washington State Library |

## Appendix B: Long-Range Planning Task Force

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## Appendix C: Methodology

Data collection began with the design of a survey to be sent to known providers of continuing education in the State. The survey was sent to 26 library associations and agencies. Fifteen organizations returned the survey. One of these, the Washington Library Association (WLA) shared the survey with its subunits and a total of nine WLA subunits also returned the survey. Thus, fourteen library organizations and nine WLA subunits returned the survey for a total survey response of 23. Thirteen of the fourteen library organizations were interviewed (one had a primarily non-library target audience). The WLA CE Committee was interviewed as a representative of WLA and the Washington Library Friends and Trustees Association was interviewed, a subunit of WLA, although they did not return a survey.

The following providers returned surveys or were interviewed:

| | Returned Surveys | Interviewed |
|---|---|---|
| Washington Library Association | | |
| Continuing Education Committee | | x |
| Washington Library Friends and Trustees Association | | x |
| American Association of Research Libraries | x | |
| Conference Coordinator | x | |
| Social Responsibilities Round Table | x | |
| Library Administration Interest Group | x | |
| Public Relations Forum | x | |
| Media Interest Group | x | |
| Interlibrary Loan Interest Group | x | |
| Washington State Library | x | x |
| University of Washington Graduate School of Library and Information Science | x | x |
| Superintendent of Public Instruction | x | x |
| Spokane Inland Empire Libraries | | x |
| Western Library Service Area | x | x |
| Council of Spokane Area Libraries | x | x |
| Bellevue Community College | | x |
| Highline Community College | | x |
| Clover Park Vocational Technical Institute | | x |
| Community College Library and Media Services | x | x |
| Library Media Directors of Community Colleges | x | x |
| Washington Library Media Association | | x |
| Washington Medical Librarians Association | | x |
| Pacific-Northwest | | |
| Regional Health Sciences Library Services | x | x |
| Medical Library Association | x | x |
| Special Librarians Association | x | x |
| American Society of Information Science | x | |
| National Association of Private Colleges and Universities | | x |
| Public Libraries | | |
| Spokane Public Library | x | x |
| King County Library System | x | x |
| Seattle Public Library | | x |
| Tacoma Public Library | x | x |

## Appendix D: Profile of CE Providers

Profiles of Providers include the following information:

**Name of the organization**
1. Territory
2. Membership or target audience
3. Type and frequency of activity
4. Who plans CE for the organization
5. Funding
6. Newsletter/mailing list
7. Credit

| | | |
|---|---|---|
| **Name of Organization** | | **Bellevue Community College** |
| 1. | Territory | Primarily state of Washington |
| 2. | Membership/target audience | Paraprofessionals and those without a library or undergraduate degree. |
| 3. | Type/frequency of activity | No formal CE offered. All programs are part of regular curriculum in Media Technology |
| 4. | Who plans CE | Program director administrates media technician program |
| 5. | Funding | Course registration |
| 6. | Newsletter/mailing list | ? |
| 7. | Credit | Courses can be taken for credit or audited. |

| | | |
|---|---|---|
| **Name of Organization** | | **Community College Library and Media Services (CCLAMS)** |
| 1. | Territory | Washington |
| 2. | Membership/target audience | Directors of community college libraries |
| 3. | Type/frequency of activity | Two two-day programs a year |
| 4. | Who plans CE | Officers |
| 5. | Funding | Paid for by membership fees. |
| 6. | Newsletter/mailing list | Newsletter of organization |
| 7. | Credit | None |

| | | |
|---|---|---|
| **Name of Organization** | | **Council of Spokane Area Libraries** |
| 1. | Territory | Eastern Washington state |
| 2. | Membership/target audience | Directors of all types of libraries; target all levels of staff except trustees |
| 3. | Type/frequency of activity | Meet monthly, programs 3 or 4 times a year |
| 4. | Who plans CE | CE committee |
| 5. | Funding | $2,500 from budget |
| 6. | Newsletter/mailing list | Unknown |
| 7. | Credit | No credit |

| | | |
|---|---|---|
| **Name of Organization** | | **Highline Community College** |
| 1. | Territory | Primarily Northwestern Washington |
| 2. | Membership/target audience | Paraprofessionals and those without a library or undergraduate degree |
| 3. | Type/frequency of activity | Courses offered as part of library technician program curriculum. Courses can be taken for credit or audited. |
| 4. | Who plans CE | Director of library program. |
| 5. | Funding | Registrations for courses |
| 6. | Newsletter/mailing list | College mailing list plus library mailing list. |
| 7. | Credit | Yes |

| | | |
|---|---|---|
| **Name of Organization** | | **King County Library System** |
| 1. | Territory | King County Library System |
| 2. | Membership/target audience | Professional, paraprofessional, and clerical staff of King County Library System |
| 3. | Type/frequency of activity | Plans workshops for staff depending on need. Also send staff to CE activities sponsored outside of King County Library System. |
| 4. | Who plans CE | CE Committee coordinated by library personnel office. |
| 5. | Funding | $10,000 - $20,000 for training and development plus $25,000 for conferences. |
| 6. | Newsletter/mailing list | KCLS Weekly Communication Sheet |
| 7. | Credit | No credit offered for in-house programs. |

| | | |
|---|---|---|
| **Name of Organization** | | **Library Media Directors Council** |
| 1. | Territory | Washington state |
| 2. | Membership/target audience | Library directors of 27 community colleges; library interest group of larger body of community college presidents, open to MLS staff |
| 3. | Type/frequency of activity | Meet quarterly, CE not a goal; prefer informal hands-on group sessions if do a program, look to CCLAMS for real CE |
| 4. | Who plans CE | Officers |
| 5. | Funding | Unknown |
| 6. | Newsletter/mailing list | Unknown |
| 7. | Credit | No credit and not interested |

| | | |
|---|---|---|
| **Name of Organization** | | **Northwest Association of Private Colleges and Universities** |
| 1. | Territory | Idaho, Montana, Oregon, Washington |
| 2. | Membership/target audience | Directors of 25+ academic libraries, open to other staff. 8/9 in Washington |
| 3. | Type/frequency of activity | 1 1/2 day annual fall conference; 1 day workshop, 1/2 day business meeting |
| 4. | Who plans CE | Officers |
| 5. | Funding | Unknown (interest subgroup of larger organization) |
| 6. | Newsletter/mailing list | Unknown |
| 7. | Credit | No credit |

| | | |
|---|---|---|
| **Name of Organization** | | **Pacific Northwest Chapter/Medical Library Association** |
| 1. | Territory | Serves 5 states and 2 provinces; reaches 100 institutions in Washington, approximately 150 members in Washington |
| 2. | Membership/target audience | Medical library staff in health and academic institutions |
| 3. | Type/frequency of activity | Annual conference in fall, 1/2 or 1 day intensive sessions of which many are approved courses taught by syllabus and sanctioned trainers |
| 4. | Who plans CE | CE committee coordinates offerings |
| 5. | Funding | Registration fees for courses |

| | | |
|---|---|---|
| 6. | Newsletter/mailing list | Quarterly, Northwest Notes |
| 7. | Credit | May provide credit for approved MLA courses |
| **Name of Organization** | | **Pacific Northwest Regional Health Sciences Library Service** |
| 1. | Territory | Washington, Alaska, Oregon, Idaho, Wyoming |
| 2. | Membership/target audience | Health Science and Medical Librarians in five states |
| 3. | Type/frequency of activity | Short courses for target audience |
| 4. | Who plans CE | 1/2 time paid staff member |
| 5 | Funding | Grant from National Library of Medicine for $27,000. |
| 6. | Newsletter/mailing list | Mailing list of 800 that goes to health and medical libraries, administrators, paraprofessionals, hospitals |
| 7. | Credit | Credit provided for short courses |
| **Name of Organization** | | **Seattle Public Library** |
| 1. | Territory | Seattle Public Library |
| 2. | Membership/target audience | Seattle Public Library staff |
| 3. | Type/frequency of activity | Plans own CE and send staff to CE planned by others |
| 4. | Who plans CE | New staff member hired in 1986 to coordinate CE |
| 5. | Funding | ? |
| 6. | Newsletter/mailing list | Internal promotion |
| 7. | Credit | None |
| **Name of Organization** | | **Pacific Northwest Chapter of the Special Library Association** |
| 1. | Territory | Special librarians in Washington, Idaho, Alaska, Montana, Oregon, Wyoming |
| 2. | Membership/target audience | Librarians working in special libraries and subject specialists in large academic and public libraries. |
| 3. | Type/frequency of activity | Monthly meetings attended mostly by Washington librarians |
| 4. | Who plans CE | Officers |

| | | |
|---|---|---|
| 5. | Funding | Chapter budget and registration fees |
| 6. | Newsletter/mailing list | Newsletter of organization |
| 7. | Credit | No credit |
| **Name of Organization** | | **Spokane Inland Empire Libraries** |
| 1. | Territory | Defined economic area including N. Idaho, W. Montana, NE Oregon, some British Columbia and E. Washington |
| 4. | Membership/target audience | Broader than COSAL with more member libraries, target all levels of staff |
| 3. | Type/frequency of activity | Informal forums for sharing; most 3 per year with some programming |
| 4. | Who plans CE | Officers |
| 5. | Funding | No funding |
| 6. | Newsletter/mailing list | Quarterly newsletter |
| 7. | Credit | No credit |
| **Name of Organization** | | **Spokane Public Library** |
| 1. | Territory | Spokane Public Library |
| 2. | Membership/target audience | All levels of staff except trustees, (90 FTE, total 140, 35/40% management) |
| 3. | Type/frequency of activity | 8 to 10 workshops per year |
| 4. | Who plans CE | Staff member with training responsibility |
| 5. | Funding | $42,000 includes salary for paid staff plus $10,000 for outside workshops and $30,000 professional conferences |
| 6. | Newsletter/mailing list | Newsletter |
| 7. | Credit | No credit, recognition of training attended in personnel files |
| **Name of Organization** | | **Superintendent of Public Instruction** |
| 1. | Territory | Washington State |
| 2. | Membership/target audience | Educational Service Districts and school/library media directors; peripheral are paraprofessionals, principals, school boards |
| 3. | Type/frequency of activity | Provide workshops as need is perceived; provides grants to ESDs (approximately $500) for their own inservice based on proposals |

| | | |
|---|---|---|
| 4. | Who plans CE | SPI staff |
| 5. | Funding | Department budget |
| 6. | Newsletter/mailing list | Unknown |
| 7. | Credit | Academic credit when planned in conjunction with college or university but generally not offered; new state certification requirements may require greater attention to provision of credit |

| | | |
|---|---|---|
| **Name of Organization** | | **Tacoma Public Library** |
| 1. | Territory | Tacoma Public Library |
| 2. | Membership/target audience | All levels of staff, trustees secondary |
| 3. | Type/frequency of activity | Several workshops a year; presently developing in house trainers to work with groups on training packages developed |
| 4. | Who plans CE | Personnel officer and staff committee |
| 5. | Funding | $11,000 |
| 6. | Newsletter/mailing list | Unknown |
| 7. | Credit | No credit, recognition of attendance in personnel file |

| | | |
|---|---|---|
| **Name of Organization** | | **University of Washington, Graduate School of Library and Information Science** |
| 1. | Territory | Primarily state of Washington but actually can draw from surrounding states as well. |
| 2. | Membership/target audience | Professional and paraprofessional library staff from all types of libraries. Offers both a master's degree in library science and continuing education programs. |
| 3. | Type/frequency of activity | Credit courses are offered with the regular semester; other credit and non-credit courses and workshops are scheduled throughout the year |
| 4. | Who plans CE | Full time staff member who works 1/2 time for University Extension planning library programs and 1/2 time on contract from Washington State Library planning CE for public librarians. |

| | | |
|---|---|---|
| 5. | Funding | UW extension credit courses and non-credit events are paid for through registrations. Workshops planned on the Washington State Library grant are underwritten by that grant. |
| 6. | Newsletter/mailing list | Mailing list to library community. |
| 7. | Credit | Academic credit through University of Washington. Certificate program in Records Management. |

| | | |
|---|---|---|
| **Name of Organization** | | **Washington Library Association** |
| 1. | Territory | Washington |
| 2. | Membership/target audience | Professional and paraprofessional-professional librarians from all types of libraries |
| 3. | Type/frequency of activity | Annual conference in the fall at which all WLA units offer programs. Many units also have spring programs. Trustees plan a Workshop on Library Leadership (WILL) annually for trustees. |
| 4. | Who plans CE | Conference chair coordinates programming for annual conference. Unit chairs plan their conference and spring programs. |
| 5. | Funding | Conference registration supports budget of association and subsequent conferences. Units may apply for small grants from WLA/CE Committee to support other workshops. |
| 6. | Newsletter/mailing list | Newsletter and conference mailings. |
| 7. | Credit | No |

| | | |
|---|---|---|
| **Name of Organization** | | **Washington Library Media Association** |
| 1. | Territory | Washington state |
| 2. | Membership/target audience | 12 district level supervisors of learning resources and school library media librarians |
| 3. | Type/frequency of activity | Annual fall conference with preconferences of 1/2 day workshops scheduled on state inservice day; organization leadership training of 1 1/2 days open to members beyond Board, subunits and regions of the association hold programs and meetings |
| 4. | Who plans CE | Conference planning committee; CE designate as consultant and dispensers of seed money given to WLMA regionals |

| | | |
|---|---|---|
| 5. | Funding | Organization budget |
| 6. | Newsletter/mailing list | Quarterly, Medium |
| 7. | Credit | Sometimes provide credit if sponsored by a college, individuals can get credit for attending conference if they pay a fee |

| | | |
|---|---|---|
| **Name of Organization** | | **Washington Medical Librarians Association** |
| 1. | Territory | Washington state |
| 2. | Membership/target audience | 60 to 80 health sciences librarians in the state |
| 3. | Type/frequency of activity | 1 day annual meeting with some programming; cosponsors approved MLA courses and clinical workshops with SAHLC |
| 4. | Who plans CE | Committee |
| 5. | Funding | Registration fees |
| 6. | Newsletter/mailing list | Unknown |
| 7. | Credit | For MLA approved courses |

| | | |
|---|---|---|
| **Name of Organization** | | **Washington State Library** |
| 1. | Territory | Washington State |
| 2. | Membership/target audience | All types of library, all levels of staff |
| 3. | Type/frequency of activity | 2 or 3 workshops per year, fund UW to provide workshops |
| 4. | Who plans CE | Chief and staff of LPDD |
| 5. | Funding | $50 - $75,000 (includes grant to UW), LSCA I funds |
| 6. | Newsletter/mailing list | Horizons |
| 7. | Credit | No credit |

| | | |
|---|---|---|
| **Name of Organization** | | **Western Library Service Area** |
| 1. | Territory | Nine county area on Olympic Peninsula, south end of Puget Sound |
| 2. | Membership/target audience | All types of libraries and all levels of staff |
| 3. | Type/frequency of activity | Meet every other month September through May (5 per year); 1/2 day program, usually tour and 1/2 day meeting |

| | | |
|---|---|---|
| 4. | Who plans CE | Officers |
| 5. | Funding | Organization budget, about to incorporate |
| 6. | Newsletter/mailing list | Newsletter and membership mailing list |
| 7. | Credit | No credit |

## Appendix E: Audience of CE Providers by Type of Library and Level of Employee

### AUDIENCE BY TYPE OF LIBRARY

(1=primary audience, 2=secondary audience, 3=tertiary audience, etc.)

| | Public | Aca. | Sch. | Spec. | Med. | Other |
|---|---|---|---|---|---|---|
| Pac. NW Regional Health Science Lib. Service | 4 | 3 | 5 | 2 | 1 | |
| Pacific NW Chap./ Medical Library Assoc. | | 2 | | | 3 | 1/medical |
| Superintendent of Public Instruction | 3 | 2 | 1 | | | |
| Lib. Media Dir. Council | 3 | 2 | | | | 1/com. coll. |
| Council of Spokane Area Libs. | 1 | 1 | 2 | 2 | 2 | 2/all other |
| Pac. NW Chap. ASIS | No primary audience, org. is composed of people from many professions. | | | | | |
| King Co. Lib System | 1 | | | | | |
| UW-GSLIS Graduate School | 1 | 3 | 2 | 4 | | 5/stu. in MLS program |
| Western Lib. Service Area | 2 | 2 | 3 | 3 | 3 | 1/all |
| Tacoma Pub. Lib. | 1 | | | | | |
| Com. Col. Lib. & Media Services | | 1 | | | | |
| Table 1 continued | | | | | | |
| Wash. St. Lib. | 1 | 1 | 2 | 1 | 2 | |
| Spokane Public Lib. | 1 | 2 | 2 | 3 | 3 | |
| Special Lib. Assoc. | 3 as sub. spec. | | | 1 | 2 | |
| WLA | | | | | | |
| WALE | 1 | 2 | 3 | | | |
| ILL | 1 | 2 | 3 | 3 | 4 | |
| IF | 1 | 2 | 3 | | | |
| AARL | | 1 | | 2 | 3 | |
| Media | 1 | 2 | 3 | | | |
| Lib Man | 1 | 2 | 3 | 4 | 5 | |
| Soc. Resp. | 1 | 2 | 3 | 4 | 5 | |
| Conf. Coor. | 1 | 1 | 3 | 4 | 2 | Institutions |
| Friends & Trus.** | 1 | | | | | |
| Spokane Inland Empire Libs. * | | | | | | |
| Wash. Medical** Lib. Assoc. | | | | | 1 | |
| Bellevue Com. Col.* | | | | | | |
| Highline Com. Col.* | | | | | | |
| Clover Park Tech. Inst.* | | | | | | |
| Nat'l Assoc. of Private Coll. and Univ.** | | 1 | | | | |
| Wash. Lib. Media Assoc. | 2 | | 1 | | | |
| Seattle Pub. Lib. | 1 | | | | | |

* Interviews indicated all levels of staff are served
** Interpreted from interviews

## TARGET AUDIENCE BY JOB LEVEL

(1=primary audience, 2=secondary audience, 3=tertiary audience, etc.)

| | Dir. | Trus. | MLS/DE. Cert. | Para. | Cler. | Other |
|---|---|---|---|---|---|---|
| Pacific NW Health Sciences Lib. Service | | | 1 | 2 | | 4/health care prof. |
| Pacific NW Chap. of Med. Lib. Assoc. | | | 1 | 3 | 2 | |
| Superintendent of Pub. Instruc. | | | 1 | 2 | 3 | |
| Lib. Media Dir. Council | 1 | | 3 | 2 | | |
| Council of Spokane Area Libs. | 1 | 2 | 1 | 1 | 1 | |
| Pac. NW Chap. ASIS | No answer to this question | | | | | |
| King Co. Lib part time & System | | | 1 | 1 | 1 | |
| UW-GSLIS | 2 | | 1 | 4 | | full time 3/librns w/o MLS spec. librns in noncredit Rec. Man. Prog. |
| Western Lib. Service Area | 3 | 3 | 4 | 2 | 2 | 1/all of the above |
| Tacoma Pub. Lib. | | 2 | 1 | 1 | 1 | |
| Com. Col. Lib. & Media Serv. | 2 | | 1 | | 3 | |
| Wash. St. Lib. | 1 | 1 | 1 | 1 | 2 | |
| Spokane Public Library | 1 | | 1 | 1 | 1 | |
| Special Lib. Assoc. | | | 1 | 2 | | 3 Students |
| WLA | | | | | | |
| WALES | | | 3 | 1 | 2 | |
| ILL | 2 | 3 | 1 | 1 | 1 | |
| IF | 2 | 1 | 3 | 4 | 5 | |
| AARL | | | 1 | 2 | 3 | |
| Media | | | 1 | | | 2 media tech. |
| Lib. Man. | 2 | 4 | 3 | 5 | 6 | 1 management |
| Soc. Respon. | 2 | 4 | 1 | 3 | 5 | |
| Conf. Coor. | 1 | 1 | 1 | 1 | | |
| Friends & Trus.* | | 1 | | | | |
| Spokane Inland Empire Libs.* | | | | | | |
| Wash. Med. Lib. Assoc.** | | | 1 | | | |
| Bellevue Com. Col.** | | | | 1 | | |
| Highline Com. Col.** | | | | 1 | | |
| Clover Park Tech. Inst. ** | | | | 1 | | |
| Nat'l Assoc. of Private Col. & Univ. ** | 1 | | | | | |
| Wash. Lib. Media Assoc.** | | | | 1 | | |
| Seattle* | | | | | | |

* Interviews indicated all levels of staff are served.
** Interpreted from interviews.

## Appendix F: Group Interview Technique

The group interview technique is a process whereby an interview team of an interviewer, recorder, and observer interview library personnel about their continuing education needs. It is effective in determining educational needs because it allows participants to express their perceived needs in their own language and to clarify their ideas through interaction with other participants and with members of the interview team. In addition, it generates enthusiasm for and interest in the learning activities which can be designed around the expressed needs. It gives potential providers specific information about the nature and scope of the activities to be designed.

The group interview technique uses a schedule of questions grouped into three modules. Participants in the interview are instructed to respond only for themselves in mentioning needs and are encouraged to interact with each other. All responses are recorded on flip-chart sheets for group awareness.

The three modules focus on three areas:

Module A: Topic Generation

In this module, participants are first asked, "What are the topics you would like addressed in staff development activities." Participants are encouraged to mention needs, problem areas on the job, issues they face, etc. Participants are encouraged to build on one another's ideas.

After a list of topics has been generated (usually 25-30 topics), participants are asked to review the list to further define or narrow each topic and to specify the skill or knowledge level desired (introductory/advanced).

Finally, participants are asked to assign a priority to each topic. Priority ratings are:

very important, need immediately

somewhat important, need within 18 months

useful but can be at a later date

no opinion

Module B: Motivation

Module B asks for reasons for participating in CE activities and barriers that preclude or inhibit participation. A list of 26 motivating factors is distributed to participants. Participants are asked to indicate which motivating factors currently exist for them (ie: need to increase self-confidence, encouragement of supervisor) and which three are the most important.

Finally, participants are asked directly, "When you don't attend a CE activity, why don't you?"

This module provides a profile of existing motivating factors and barriers within a state and a ranking of the most important motivating factors.

**Module C: Support for Continuing Education Activities**

This module asks participants to discuss who supports the various costs of CE activities such as travel, registration, lodging and meals, release time, substitutes, etc. This could be in relation to workshops, individual learning efforts, professional meetings, etc. Participants are asked to indicate under what circumstances they should pay these costs and when the employer should pay the costs for both job related (immediate) and career-goal (long-range) educational activities.

## Appendix G: Maryland Planning Packet

### CLEM GUIDELINES

### FOR CONTINUING EDUCATION PROGRAMS FOR LIBRARY PERSONNEL

### State of Maryland

The guidelines[1] have been developed to assist program sponsors and presenters in providing quality programs for Maryland librarians. The delivery of quality continuing education offerings appropriate to the needs of persons in the library profession must be based on careful planning. A number of factors should be used in assessing the planning, design, delivery, and evaluation of these programs. The following guidelines are in checklist form for your convenience.

Guideline 1: Needs Assessment

The offering should be in response to expressed needs of the client group.

a. Has the target group been clearly identified?

b. Has the need been ascertained formally by you or by a recognized agency, such as CLEM, DLDS, MLA, etc?

c. Have representatives of the target group participated actively in the needs assessment process?

Guideline 2: Objectives

There should be specific, measurable, and/or observable learning objectives stated in one or more of the following areas: (1) changes in attitude and approach to the solution of problems; (2) acquisition (or mastery) of new knowledge or the revision of outdated knowledge in specific skills, techniques, and procedures.

a. Are the objectives based on the needs assessment?

b. Do the objectives describe the expected results for the participants?

c. Are the objectives measurable/observable?

d. Do the objectives address changes in the participant's work performance as a basis for evaluating impact?

Guideline 3: Design and Presentation

The offering should be designed to meet the objectives.

a. Are the format and materials appropriate to the objectives?

b. Do the persons on planning committee, responsible for designing the offering, have experience in program planning and content expertise?

c. Is the presentation(s) style suitable to the format i.e., speaker, facilitator/trainer, moderator, etc.?

[1]Guidelines adapted from Criteria for Quality, CLENE, 1980.

Guideline 3: Design and Presentation (cont.)

d. Have the participants' levels of need or expertise been clearly identified?

e. Have representatives of the target group (potential participants) been included in the planning process?

Guideline 4: Timeliness

The program content and scheduling should be responsive to particpant needs.

a. Is the content current?

b. Has the timing of the offering been considered to ensure optimum impact?

c. Have the dates been scheduled to avoid conflicts?

Guideline 5: Promotion

The proposed publicity should be timely and comprehensive. Have you included:

a. Statement of the objectives of the offerings,

b. Scope, level of content,

c. Identification of target group,

d. Location, time, and schedule of activities,

e. Name(s) and qualifications of the presenter(s),

f. Cost, items covered by cost, and provisions for refund, if any,

g. Amount and kind(s) of credit being offered, if any,

h. Preparation in which participants should engage prior to the offering, (when appropriate), and

i. Name, address, and phone number of contact person?

Care should be taken to see that all publicity processes take into account the time required for preparation and distribution (printing, mailing, etc.).

Guideline 6: Evaluation

Evaluation is an integral part of quality continuing education offerings. While a combination of formal and informal evaluation is recommended, a formal evaluation tool must be utilized. (See enclosed evaluation component.)

## EVALUATION COMPONENT FOR CLEM GUIDELINES

Program evaluation has three primary purposes:

I. To determine how well the program met its planners' objectives

II. To determine how well the program has met the objectives/expectations of its participants

III. To provide information which will help improve future programs

Evaluation should be a continuing process throughout the life of the program from planning to follow-up. The evaluation should be tied directly to the program objectives.

In evaluating the effectiveness of a program there are several people who can provide relevant information:

- The PARTICIPANT--The participant should be asked to make judgments about all aspects of the program because they will affect him/her either directly or indirectly. There are various ways to obtain evaluation data from participants:

  Written questionnaires (Participant Feedback Form) handed out at the end of each day or at the end of the program.

  A discussion period at the end of the program where participants can talk about the offering.

  Follow-up questionnaires (Follow-up Evaluation Form) or telephone calls where appropriate. Follow-up is designed to determine what effect the educational experience has had on the participants' performance.

- The COORDINATOR--This would include judgment about the presenter, facilities, group responses, and the planning process.

- An expert OBSERVER--This person can contribute to evaluation in unique ways. The observer should be familiar with process observation and effective education. Without other responsibilities he/she can concentrate on aspects of the program such as the quality of discussion, the influence of the presenter, and the relation between the offering and the stated objectives. If experienced, the observer can suggest immediate changes in format and delivery.

- The PRESENTER--He/she can make judgments about the effectiveness of his/her session, factors limiting his/her effectiveness and suggested improvements.

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## PARTICIPANT FEEDBACK

Name (optional)_____ Sponsor_____

Program Title_____ Presenter(s)_____

_____ Date_____

Please give us your immediate reactions and evaluation of the program you just experienced. We would appreciate your comments and ratings in the spaces provided below.

| Area of Consideration | Rate your level of satisfaction from HIGH TO LOW | | | | |
|---|---|---|---|---|---|
| | 5 | 4 | 3 | 2 | 1 |
| Objectives clear | | | | | |
| Relevance to your needs | | | | | |
| Appropriateness of class format | | | | | |
| Appropriateness of facilities | | | | | |
| Presenter's delivery | | | | | |
| Presenter's preparedness | | | | | |
| | | | | | |
| | | | | | |
| | | | | | |
| | | | | | |
| | | | | | |
| | | | | | |
| | | | | | |
| | | | | | |
| Overall Rating-Content and Delivery | | | | | |

1. The strengths of this offering were:_____

_____

_____

2. The changes I would recommend are (i.e., type of presentation, time alloted for program segments, level of content):_____

_____

_____

_____

3. How will you use this training on the job?_____

_____

_____

4. Were your expectations met? _____ Yes _____ No Explain briefly.

_____

_____

_____

5. Would you like to have more programs on this subject or in other fields (please specify)?_____

_____

_____

6. Would you recommend this program to someone else?_____

_____

7. How did you learn of this offering?_____

_____

8. What one word best describes this experience?_____

9. Any additional comments?

## FOLLOW-UP EVALUATION

Name (optional)_____ Presenter(s)_____

Offering_____ _____

_____

Date(s)_____

An evaluation administered three-four months after an offering has been found to elicit valuable information for sponsors and/or presenters. We will appreciate your willingness to take a few minutes to write your answers and comments below. We are interested in knowing whether the information presented at the offering has been of value to you on the job.

1. What content material from the program have you been able to use in your job?

_____

_____

_____

2. In what ways have you been able to use the information?_____

_____

_____

_____

3. Do you feel you have improved your performance on the job based on what you learned from the offering? Please give examples when applicable.

_____

_____

_____

_____

4. If you have not been able to use the information on the job, do you anticipate being able to use it in the future?_____

_____

5. In retrospect, what content and formats (learning methods) seemed most appropriate?

_____

_____

_____

6. Would you like additional information or training on this subject? Please give suggestions._____

_____

_____

7. Other comments.

## EVALUATION OF PRESENTER BY COORDINATOR

Course Coordinator_____ Presenter_____

Sponsoring agency_____ Address_____

Address_____ _____

Phone_____ Phone_____

1. What is your overall rating of the presenter? Poor_____Excellent
   1 2 3 4 5 6 7 8

   Explain:

2. Did the presenter adhere to the stated objectives of the program? _____ ___
   Yes No

   Explain:

3. Was the presenter responsive to your needs? _____ _____
   Yes No

   Explain:

4. Did he/she adhere to the responsibilities defined in your contract or letter of agreement? _____ _____
   Yes No

   Explain:

5. Was he/she responsive to the needs of the participants (flexible, able to modify material or agenda to meet the group's needs)? _____ _____
   Yes No

   Explain:

6. Presenter's fee(s)? _____ would you use this presenter again? ___ ___
   Yes No

   Explain:

## EVALUATION OF FACILITIES BY COORDINATOR

Program_____ RECOMMENDED____

Date_____ NOT RECOMMENDED____

Coordinator_____ RECOMMENDED WITH PROVISIONS (see below) _____

Sponsoring Agency_____

Address_____

_____

Telephone_____

Facility_____

Contact person_____

Address_____

_____

Telephone_____

1. How many meeting rooms are available?_____ What size are they?_____

   _____

2. Is there a charge to outside groups? If so, how much?_____

3. During what hours and days is the meeting room available?_____

   _____

4. What is the general location of the facility (e.g., in town, midway between x town and y town)?_____

   _____

5. Are there facilities for food? If so how is the food? How expensive? Possible to make arrangements for a group lunch?_____

   _____

   _____

6. Is audiovisual equipment available? What type? Is there a charge?_____

   _____

   _____

7. Is adequate parking available? Is there a charge?_____

_____

8. Is public transportation available? If so, what type (bus, subway, train)?

_____

9. Are there any security restrictions or requirements?_____

_____

_____

10. Please describe any problems:

Lighting _____

Heating/
air conditioning_____

Decor _____

Furnishings _____

Noise level _____

Seating arrangements _____

Other _____

_____

_____

## EVALUATION BY PRESENTER

Name_____ Telephone_____

Program_____ Date_____

_____

1. Were you generally satisfied with the outcome of this offering?_____

   _____

2. Were you adequately informed as to what was expected of you?_____

   _____

3. Please comment on the responsiveness of the participants (amount of discussion, group interaction, interest, enthusiasm, etc.)_____

   _____

   _____

   _____

4. What differences, if any, did you note between this group and others you have addressed with similar presentations?_____

   _____

   _____

   _____

5. If you were to do this again, what changes would you recommend?_____

   _____

   _____

   _____

6. Comment on facility and arrangements._____

   _____

   _____

   _____

7. Do you have any comments or suggestions which might help us in planning and implementing future offerings?_____

   _____

   _____

8. Would you be willing to participate in similar offerings for other library personnel?_____

_____

_____

## PROGRAM SUMMARY SHEET

Title or topic of program:_____

Name of Coordinator:_____

Address:_____

Phone:_____

Name of Presenter:_____

Address:_____

Phone:_____

Date(s) of Program:_____ Total Cost:_____

Location of Program:_____

Target Audience:_____

Number of Participants:_____ Fee:_____

Were objectives reached?_____ Facilities adequate?_____ Presenter(s) satisfactory?__

Brief statement of program objectives (or attach Form A.1 Plan for CE Offering)

Briefly, what specific changes should be made to improve this program if it is to be presented again? (Use space on reverse for additional information.)

Please attach summary of participant feedback forms and submit with this form to CE Clearinghouse, Division of Library Development and Services, Maryland State Department of Education, 200 West Baltimore Street, Baltimore, Maryland 21201.

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## Appendix H: Elements of a Model Staff Education Policy

Developed by the Minnesota Office of Library Development and Planning.

1. General statement of commitment of institution to staff education including purpose and principles to guide the program. The statement should include an affirmation of:

   the basic link between well-qualified personnel and quality library service

   the institution's responsibility to encourage and recognize the development of personnel and to facilitate the integration of knowledge gained in educational activities into the work environment

2. General statement of individual's responsibility to maintain an adequate competence for the job and to seek out and participate in a balance of internal and external educational activities to accomplish this.

3. Who is covered by the policy; specify eligibility requirements, criteria for handling multiple requests for the same event.

4. What staff education events are covered by the policy.

5. Levels of support provided for various staff education events:

   reimbursement of expenses

   time off with pay

   time off without pay

6. Procedures for requesting leave to attend staff education events:

   forms

   timing

   approvals needed

7. Factors on which approval is based:

   membership and activity in the organization sponsoring the event

   relationship of subject to job responsibilities

   relationship of subject to personal development

   workload constraints

   presentation of paper or leadership role in event

   assurance of equitability

8. Reporting requirements including timing:

   financial

   subject content and/or recommendations (written and/or oral)

9. Relationship of policy to other personnel policies. This statement should contain a commitment to recognize educational activities in the criteria for performance evaluations and promotions.

10. Mechanism for modifying policy.

11. Date.

## Appendix I: Analysis of Continuing Education Activities in Washington from 1984-1986 Analyzed by Sponsor and Subject Area

(Information was taken from Horizons monthly calendar and from survey forms.)

### CE ACTIVITIES IN WASHINGTON BY SPONSOR

| | |
|---|---|
| University of Washington | 68 |
| WSL Grant 36 | |
| Courses 28 | |
| Spokane Public Library | 23 |
| Washington Library Association | 20 |
| King County Library System | 18 |
| PNC/ASIS | 14 |
| PNR/Regional Health Sciences Library Service | 9 |
| Washington State Library | 9 |
| Council of Spokane Area Libraies (COSAL) | 9 |
| Community College Library and Media Services (CCLAMS) | 9 |
| Western Library Service Area (WELSA) | 7 |
| Tacoma Public Library | 6 |
| Special Library Association | 5 |
| Library Media Directors of Community | 5 |
| KILSA | 3 |
| Spokane Inland Empire Libraries (SPIEL) | 2 |
| WMLA/PNRHSLS | 2 |
| PNW/SLA | 1 |
| TOTAL | 215 |

(Does not include tours, dinner meetings, large conferences, or multiple locations of SPI workshops/courses.)

### CE ACTIVITIES IN WASHINGTON BY SUBJECT

MANAGEMENT
- Strategic management for librarians
- Management styles
- Time management
- Strategic planning
- Accountability management
- Library space planning and management
- Leadership skills
- Problem employee
- Managing people
- Performance appraisal
- Marketing your library

AUTOMATION
- Library automation
- Basic automation
- Newspaper indexing
- Software evaluation and selection
- Basic programming
- Microcomputer fundamentals
- Databases
- Spreadsheet and calculations
- Designing an in-house database
- Database management

Micros and the special library
Dialog
Going on-line
On-line bibliographic services
On-line update
Teaching students to search on-line
New resources for on-line reference
Bibliographic control
Introduction to on-line searching
Test drive end user systems
WLN efficiency searching
Computer user interfaces and demonstrations
Micros in school library management
Introduction to microcomputers in school library media

COMMUNICATIONS
Interpersonal dynamics in the work environment
Effective presentation skills
Negotiating skills
Group leadership
Librarian as broadcaster
Communication skills
Team building
Stress and conflict
Feeling great
Public relations

STAFF DEVELOPMENT
ABC's of staff development
Fantasy role playing games
Developing staff training plans and feedback skills

COLLECTION DEVELOPMENT, ACQUISITIONS, AND CATALOGING
Sexism and selection
Collection development, policies and procedures
Copyright
Basic cataloging with AACR2
Indexing methods
Basic cataloging
Collection development for the institution
AV selection and evaluation
Organizing materials

REFERENCE
Basic reference
Reference for juvenile and young adults
Reference interviews
Basic tools in health science reference
Reference for non-professionals
Reference
Local history materials
Information policy: issues, trends, and challenges

OTHER
First aid
Defensive driving
Storytelling
Lobbying and the legislative process
Intellectual freedom
Censorship
Fee or free

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## CONTINUING EDUCATION SURVEY

1. Name of provider organization _____

2. Name and phone number of person completing this survey

_____

3. For this project we are defining continuing education as:

   continuing education is a planned learning activity, used by individuals beyond their formal education, to increase knowledge, improve skills, and further their career development.

   Does this correspond with the definition of continuing education used by your organization?

   ____ Yes

   ____ No (how do you define CE?)

   ____ Our organization has not defined continuing education.

4. Who does your organization consider to be the audience for its continuing education activities? (Put a (1) before the primary audience, a (2) before the secondary audience, a (3) before the tertiary audience, etc. for both type of library and type of personnel below)

   Type of Library

   ____ public
   ____ academic
   ____ school/media center
   ____ special
   ____ medical
   ____ other library, please describe _____

   Type of Personnel

   ____ directors
   ____ trustees
   ____ MLS/educational certification
   ____ paraprofessional
   ____ clerical
   ____ other, please describe _____

5. What process do you use to determine the needs of your target audience?

6. In planning your organization's continuing education activities:

A. Are there usually written learning objectives?

Yes ____ No ____

B. How do you select presenters?

C. How do you select the geographical location?

D. How do you choose the learning methods to be used in the continuing education activity? (lecture, panel, small group exercises, self-study, etc.)

E. How do you promote your continuing education activity?

7. Does your organization usually ask participants to evaluate your continuing education activity?

_____ Yes ____ No

If yes, please send samples of the form(s) used.

8. A. What is your organizations annual budget for continuing education?

B. What is the source of your funds? (organizationl budget, grants, registration fees, other?)

9. Do you provide any: (check all that apply)

____ continuing education units (CEU)

____ academic credit

____ other form of recognition/credit, please explain

_____

10. With what other organizations do you cooperate in providing continuing education activities?

11. What problems/constraints does your organization encounter in offering continuing education activities?

12. What future goals and objectives does your organization have for continuing education activities?

13. What role might your organization play in a statewide, long-range plan for continuing education.

Please complete the form below about your continuing education activities from 1984 to the present. Please also send summary evaluations of two successful continuing education activities.

| Topic or Subject * | Format (see below for description) | Method (see below for description) | Number of people attending | Type of library(ies) of participants | Job function(s) of participants (see below for description) |
|---|---|---|---|---|---|
| | | | | | |







* Library associations may submit conference programs to indicate topics.
Format - workshop, conference, colloquium, college course, self-study, correspondence course, etc.
Method - lecture, panel, small group exercise, video or audio tapes, etc.
Job function - administration/management, professional, para-professional, etc.